natural English

reading & writing skills

pre-intermediate resource book

Theresa Clementson



OXFORD

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introduction

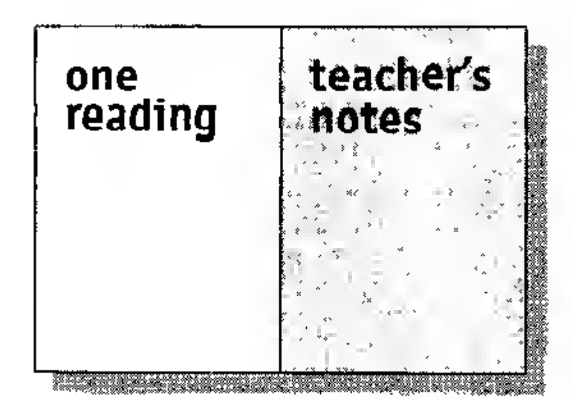
This resource book is designed to be used alongside the **natural English** pre-intermediate **student's book** to give students at this level extra reading and writing practice. However, the materials are freestanding and can be used in any order as a dip-in resource for the teacher.

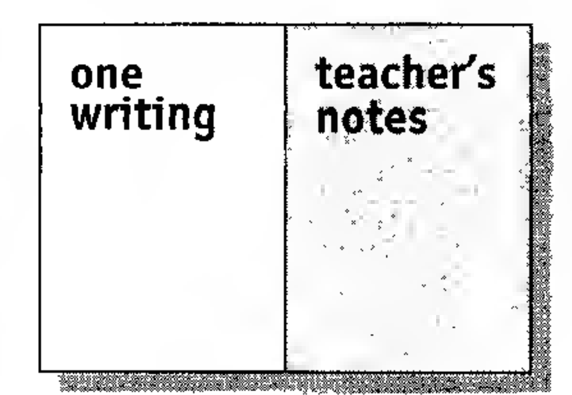
The materials and tasks have been chosen for the general English user who wants to improve their reading and writing skills and also for the student using English for their studies or for work purposes. It also covers skills useful for public exams such as IELTS, BEC, or PET.

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how the book is organized

There is one **reading lesson** and one **writing lesson** for each unit of the **student's book**, with accompanying **teacher's notes**. Each unit is linked thematically to the corresponding unit in the **student's book**.





approach to reading and writing

It is relatively simple to test students' competence in reading and writing, but it is not so easy to know how to develop students' skills in these areas. This book is designed specifically for that purpose. It aims to 'train' students in the skills they need to improve their reading and writing and gives them exposure to the kind of task types they are likely to encounter at higher levels using accessible and interesting texts.

SKILLS Each task comes under the relevant skill on the students' pages, e.g. *reading for gist* or *organizing ideas*. This gives students exposure to useful metalanguage and should raise awareness of the aims of the tasks. For the reading skills you can download the **glossary of reading skills**, from the **natural English** website **www.oup.com/elt/teacher/naturalenglish** and encourage students to refer to it when necessary.

reading

Many of the skills students need when reading in English are the same skills they use when reading in their own language, e.g. reading for specific information, for gist, or for details. Most students don't need to learn how to 'do' these things, because they do them naturally in their first language. What is helpful is to raise their awareness of these skills and give them plenty of opportunities to practise and develop them in English. In addition, students are regularly asked to respond to the text; these activities encourage them to engage with the text in as natural a way as possible. The texts are adapted from authentic sources and are rich in vocabulary. Consequently, a **glossary** is included for each text to help students understand key words.

writing

The challenge for students at this level is to progress from writing at sentence level to writing coherent longer texts. This involves using a wide range of skills, many of which will be new in the context of writing in English. Again, students need to be encouraged to transfer these skills from their own language where possible, e.g. ways of generating and organizing ideas, and planning a longer text. However, writing conventions differ so greatly in different languages that students may be unable to transfer what they know, e.g. conventions in formal letters or selecting appropriate language for a particular text type or person. These lessons aim to raise awareness and give students confidence in these aspects of writing in English.

The writing lessons fall into two main sections:

UNITS 1 TO 7: DEVELOPING WRITING SKILLS The first seven writing lessons start by focusing on more global skills such as writing in an appropriate style and organizing ideas, and move on to more detailed skills such as punctuating and checking work. These lessons include a **writing task** at paragraph level, but the main aim is to develop the sub-skills.

UNITS 8 TO 14: PRODUCING TEXTS The second seven lessons focus students on producing short written texts with a specific language function, such as narrating events, asking for information, writing a personal description, etc. The texts are written within a specific text type, such as an informal letter or e-mail, an article, a detailed note, etc. These lessons give students the opportunity to manipulate appropriate functional language at paragraph level, while at the same time giving further practice of the writing skills covered in the first seven lessons.

WRITING TASKS It is difficult to replicate the real reasons why we write in our own language with students at this level. However, the writing lessons encourage students to engage with the topic, and the writing tasks have a purpose, a recognisable 'writer' and 'reader', and an outcome. The **writing tasks** are designed to be done in class time to give students the opportunity to reformulate their ideas with input from you and their peers. Where possible, students are given an added incentive to write, e.g. writing for a class magazine, which does not have to be time-consuming or difficult for you or your students. For instance, at its simplest, you can keep a record of your students' best work and compile it in a loose-leaf magazine once a term.

vocabulary diary

Remind students to record new key words and phrases from the reading and writing lessons in the **vocabulary diary** provided for each section (see *pp.62* and *63*). Encourage students to use a good learner's dictionary and to include useful information, e.g. parts of speech, pronunciation, collocations, etc. It's a good idea to use the diary as a practical teaching resource, not simply as a record of vocabulary. For instance, tell students to test each other regularly on the vocabulary in their diaries, e.g. as a warmer or 'filler' activity.

self-assessment

The **self-assessment** charts on *pp.60 and 61* encourage students to assess their progress in reading and writing on a regular basis. It allows them to record their own progress in individual reading and writing skills and their performance in the **writing tasks**.

I hope that both you and your students will find the lessons enjoyable and interesting, as well as challenging and useful.

contents

1 predicting

a Look at the cartoon of the 'bean-pole' family tree and at the headline of the article below. Do you think the article is about families:

1 in the past / now / in the future?
2 in Britain / in Asia / all over the world?

b Now draw a family tree for your own family. Is it the same shape (long and thin) or different?

c Read the article quickly. Were your predictions in **exercise 1a** correct?

2 using background knowledge

Read these statements. Circle the best word(s) in *italics* for families in your country.

1 *Fewer / more* children are born now than in the past.
2 People's lives are getting *shorter / longer*.
3 Families have *fewer / more* uncles, aunts and cousins now.
4 In the future, *not many / many* parents will live long enough to become great-grandparents.
5 On average, women are having between *one and two / two and three* children today.
6 On average, women are living *five / ten* years longer than in the past.
7 On average, men are living to *75 / 80* years old.

3 reading for details

a Read the article again with the **glossary**. Underline the correct information in **exercise 2**, according to the article.

b Were your answers the same or different? Discuss with a partner.

4 responding to the text

a The article mentions one advantage and two disadvantages of the 'bean-pole' family (see paragraph 3). What are they?

b Can you think of any more?

Families have great-great future

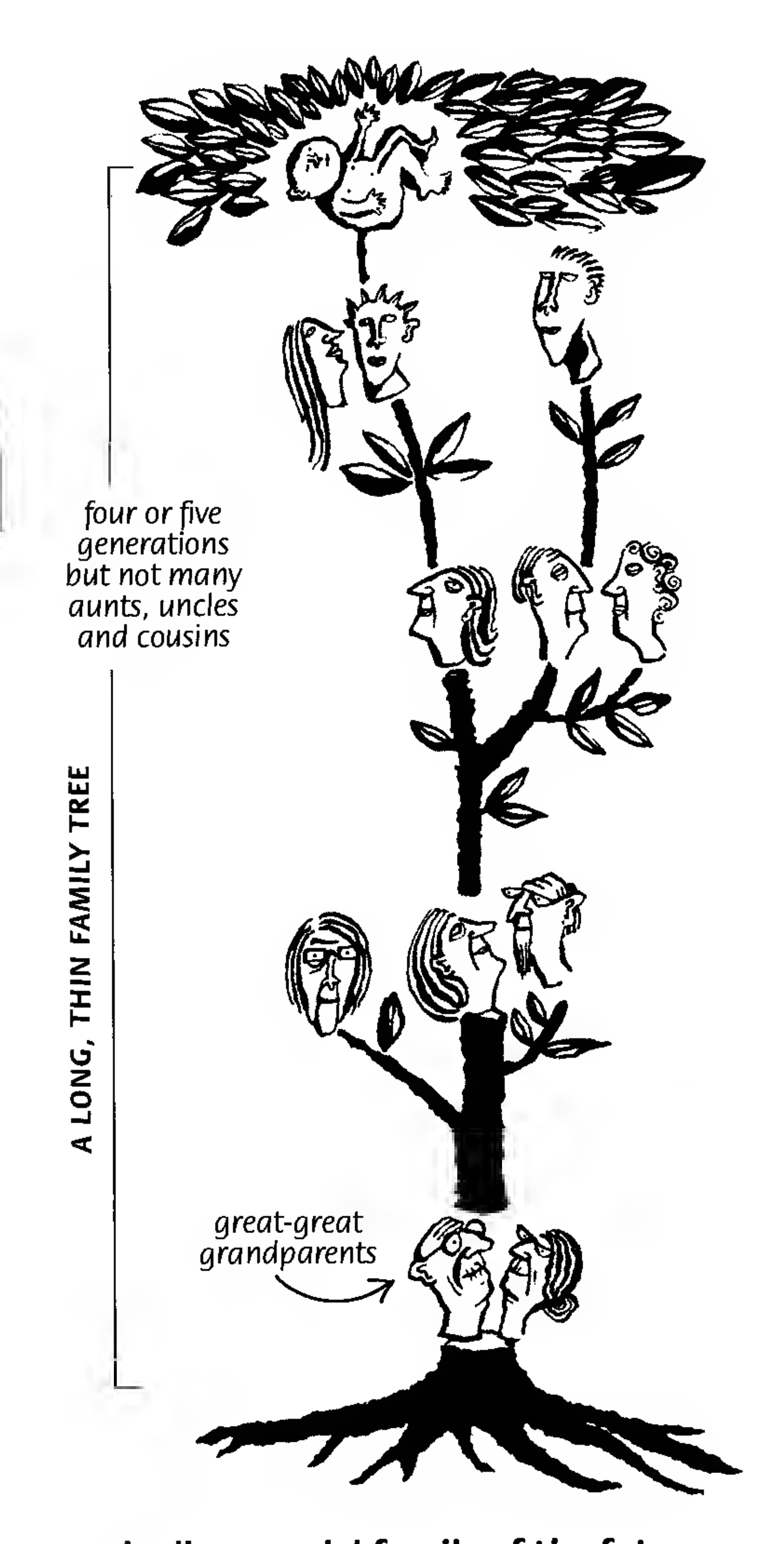
In the future, great-grandparents and even great-great-grandparents may meet at many family events and reunions, while cousins, aunts and uncles may become 'a thing of the past', say researchers at Oxford University.

The study shows that **birth rates** are falling and **life expectancy** is **increasing** which means that British families will get longer but thinner. 'What we are seeing is the start of the 'bean-pole' family where the number of uncles, aunts and cousins is **decreasing**,' says Dr Sarah Harper, the study's author. 'At the same time, increasing life expectancy means many more of us will live long enough to become great-grandparents.'

The changing shape of the family will bring new difficulties and advantages. Fewer uncles, aunts and cousins will mean that parents have less opportunity to share the **stress** of childcare with other adults, and children will have less opportunity to **socialize** with other children. However, having grandparents and great-grandparents could lead to a better understanding between **generations**.

Recent changes in birth rates and life expectancy mean that women today have an average of 1.64 children compared with 2.93 forty years ago, while average life expectancy has increased by 10 years in the past 50 years, to 80 for women and 75 for men.

Family dinners with five generations at the table are a reality for the Woodgates from Exeter, in England. May Pearce, 87, enjoys spending time with her great-great-granddaughter, Ellie Lou, 3. Ellie Lou's grandmother, Denise Woodgate, 39, said, 'Having so many generations in a family is wonderful. We're very close. At least once a week we all go out for a coffee.'



The 'bean-pole' family of the future

glossary

birth rates the number of children who are born
life expectancy how long people live
increasing ɪn'kriːsɪŋ becoming more
decreasing diː'kriːsɪŋ becoming less
stress (n) worry and pressure
socialize spend time with other people
generations ˌdʒenə'reɪʃnz an average generation is about 30 years, i.e. three generations = child, parent, grandparent

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme families of the future **time** 40–50 mins

1 predicting

- Tell students to look at the cartoon picture of the family tree and check understanding of *family tree*, *great-great grandparents*, and *generations* using the labels and picture. Then tell them to read the caption and the headline of the article. If students are curious about the meaning of *bean-pole*, explain that it means something long and thin, like the bean plant shown in the family tree.
- Give students a minute to discuss the options in **exercise 1a** with a partner. The title will help students answer question 1, and they may have sufficient world knowledge to come up with the right answer for question 2, but a guess is fine at this stage.
- Make sure students don't spend too long drawing their family trees, but give them a few minutes to discuss the question and compare the shape of their families with a partner.
- Tell students to read the article quickly to find out whether their ideas in **exercise 1a** were correct. Encourage them not to worry about words they don't know and not to use the **glossary** at this stage. Set a time limit of three minutes, but tell students they will have time to read in more detail later. Get some class feedback on whether their predictions were correct.

guidance notes

This lesson aims to help students read a 'report' style newspaper article. The text is adapted from an article in *The Sunday Times*. The writer has drawn on statistics published by researchers to create an informational text, intended to be read for interest.

By asking students to predict what the article is about, you will help to raise interest in the topic and give them a reason to read the text. In reading the article within a given time limit in order to confirm predictions, students are practising the skill of *skimming* or reading for gist, which is probably the way they would initially approach a newspaper or magazine article in their own language.

answer key

a **1** in the future, **2** in Britain

2 using background knowledge

- It's a good idea for students to do **exercise 2** alone, so they can think about the statements for their own country. Make sure they understand *more* and *fewer*, and *on average* before they start reading. If they think neither word or number reflects the situation in their country, tell them to circle the word which is nearest the truth, or to add a word / number if they wish to.

guidance notes

The statements in **exercise 2** summarize the information in the article, but in relating the facts to their own experience students will activate their own background knowledge on the subject. The statements paraphrase the challenging lexis in the text (which is also given in the **glossary**) and so should help students when they come to read the article.

3 reading for details

- In **exercise 3a**, direct students to the **glossary** and explain that they can refer to it while they are reading (point out that **glossary** words are in **bold**).
- Ask students to read the article again in order to identify the correct words and numbers in the statements in **exercise 2**. Make sure they underline here, so they can see their answers to both **exercise 2** and **exercise 3a** clearly.
- For **exercise 3b** put the students in pairs and ask them to compare their answers to both **exercise 2** and **exercise 3a** with a partner. (If you have students from different countries, it would be a good idea to pair them with someone from another country for this.)

guidance notes

In **exercise 3a**, students are practising reading for detail as they 'scan' the text for specific information (i.e. the facts and figures reported in the article). You may want to point out that this is something they probably do naturally when reading informational texts in their own language.

answer key

a **1** fewer, **2** longer, **3** fewer, **4** many, **5** one and two, **6** ten, **7** 75

4 responding to the text

- For **exercise 4a**, write *advantage* and *disadvantage* on the board and ask students which one is positive and which is negative. Then let them scan the text again to find the advantage and disadvantages mentioned.
- For **exercise 4b**, check students' ideas, then give them a few minutes to think about more advantages and disadvantages with a partner. Encourage students to express their opinions to the class and agree or disagree with each other's ideas.

guidance notes

Exercise 4 encourages students to respond to the ideas expressed in the text, not simply to the facts and figures. Students will have more confidence in expressing their ideas to the class if you give them time to discuss their ideas and opinions with a partner first.

answer key

a **advantage:** a better understanding between generations
disadvantages: fewer adults in family to share childcare; children have fewer other children in family to play with

ideas plus

Ask students to write a caption for and / or label the family trees they drew in **exercise 1b** (using the cartoon as a model). Display the family trees on the classroom walls and encourage students to walk round and comment on similarities and differences.

how to ... write in an appropriate style

1 identifying text type and purpose

a When did you last write:
- a letter? – an e-mail? – a text message?

Who was it to? What was it about?

b Look at **texts A–C**. They are invitations to a party.

1 What type of text is each one?
2 Which text is written to:
- a good friend? – an acquaintance? – a work colleague?

A

maria! leaving party for sean nxt sat 20 at meeting house club east st. 8 till late! tell everyone. c u there! luv b x

B

Hi Joe

Sean's leaving next week, so I'm giving a big party for him at the weekend (Sat) at the Meeting House Club on East Street, SW1. Everyone will be there! There will be free food and drink and great music too. It starts at 8.00.

Hope you can come. See you there.

All the best

Boris

C

Dear Mr Johnson

I am giving a party for Sean Wilson on Saturday May 20th and I know he would be very pleased if you could come. He is leaving us to go travelling around the world, so this is an opportunity for us all to say goodbye and wish him luck.

The party is at the Meeting House Club at 17 East Street, London SW1 and is from eight until one. Food and drink are provided, and there will be some live music, so it should be a good night out.

Please let me know if you can come. We look forward to seeing you there.

Yours sincerely

Boris Walker

2 using prepositions of time and place

a Cover **text C**. Complete the invitation using prepositions.

Please come to
***Sean Wilson's** leaving party*

.... *Saturday May 20th*
.... *8.00 p.m.* .... *1.00 a.m.*
.... *The Meeting House Club*
.... *17 East Street, London SW1*

b Check your answers in **text C**.

3 noticing style

Read **texts A–C** again with a partner. Find examples of these descriptions of style.

1 long sentences
2 short sentences
3 full forms (e.g. *I am*)
4 short forms (e.g. *I'm*)
5 sentences with words missing
6 polite words and phrases

4 using appropriate language

Complete these sentences with words from **texts A–C**.

1 I ____________ forward to seeing you on Friday night.
2 Hi Jane,
It's my birthday on Friday night, and ____________ having a party.
3 We would be very pleased if you ____________ come to our dinner party.
4 We're all meeting for lunch on Saturday. ____________ you can come.
5 c ____________ in pub @ 8.
6 ____________ let me know if you can come.
7 ____________ sincerely, Jane Thomas
8 The film starts at 6.30. ____________ you there.

5 generating ideas

a Work in pairs. You have something to celebrate. Decide what you are celebrating and what you want to do, e.g. give a party, go out for dinner, etc.

b Decide the time, place, and any other details.



Writing task

a You are going to invite a classmate to your celebration. Decide whether to write a letter, e-mail, or text message.

b Write your invitation and 'send' it to your classmate.

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to raise awareness of style and register
writing task an invitation by letter, e-mail, or text message
time 50–60 mins

1 identifying text type and purpose

- Tell students to discuss **exercise 1a** in pairs or small groups and get feedback on how many students have recently written letters, e-mails, or text messages, and if they were personal or for work. This will lead into **exercise 1b**.
- For **exercise 1b**, tell students to read the three invitations quickly to identify text type and 'reader'. Ask them to explain their answers with reference to the texts.

guidance notes

These exercises aim to raise awareness of text type and register by comparing three invitations to different people: a good friend, an acquaintance, and a work colleague. The first task should help students to identify the three text types and generate ideas for the **writing task** at the end of the lesson.

answer key

b **A** text message (to a good friend), **B** e-mail (to a work colleague), **C** semi-formal letter (to an acquaintance)

2 using prepositions of time and place

- This task acts as a quick reminder of a language point which will help students to write accurate invitations in the **writing task**. Tell students to complete the invitation alone, then compare their ideas with a partner, before checking in **text C**. In feedback, extend this exercise to include further prepositions used in the texts, e.g. *It starts **at** 8 p.m.; The club is **on** East Street; It's **at** the weekend.*

answer key

a **on** Saturday May 20th; **from** 8.00 p.m. **until** (not *till* because it is not formal enough for a written invitation) 1.00 a.m.; **at** The Meeting House Club; **at** 17 East Street, London SW1

3 noticing style

- You may need to ask for an example of 1–6 first, before students go on to find more examples of each description of style. Give students a few minutes to work in pairs, then go through the answers with the class.
- Write *formal* and *informal* across the board as a cline and ask the class to tell you where the invitations come on the line (and why). Follow this up by asking where on the line you are most likely to find long and short sentences, etc.

guidance notes

This task focuses students on some points of style which determine how formal or informal a text is. Encourage students to relate this to their own writing by asking them which of these 'styles' they would use in different situations, e.g. if you're writing a letter to the editor of a newspaper; or a friend you haven't seen for several years; or your boyfriend / girlfriend; or a friend's parents.

answer key

1 text C; **2** texts A and B; **3** text C: *I am giving, he would be, he is leaving,* etc.; **4** text A: *nxt, sat, st., c u, luv b*; text B: *Sean's leaving, I'm giving*; **5** text A: *(There will be a) leaving party, at (the) MHC (on) East Street*; text B: *(I) Hope you can come. (I'll) See you there*; **6** text B: *All the best*; text C: *Dear..., Please ..., We look forward to ..., Yours sincerely*

4 using appropriate language

- Tell students to work in pairs and encourage them to read the sentences first and decide on the text type and register before completing the sentences.

guidance notes

This task highlights some conventional greetings or phrases which are frequently used in letters, e-mails, or text messages. It aims to help students notice register at word and sentence level and gives some controlled practice in selecting appropriate language.

answer key

1 look, **2** I'm, **3** could, **4** Hope, **5** u, **6** Please, **7** Yours, **8** See

5 generating ideas

- Ask the class what kind of occasions they usually celebrate, e.g. birthdays, anniversaries, etc. and what they like doing to celebrate different occasions. Encourage them to plan in pairs, as this part of the task is more fun, as well as more productive, if it is collaborative. Stress that they should try to imagine a real occasion and to think of all the details that they will need in order to invite someone to their celebration.

writing task

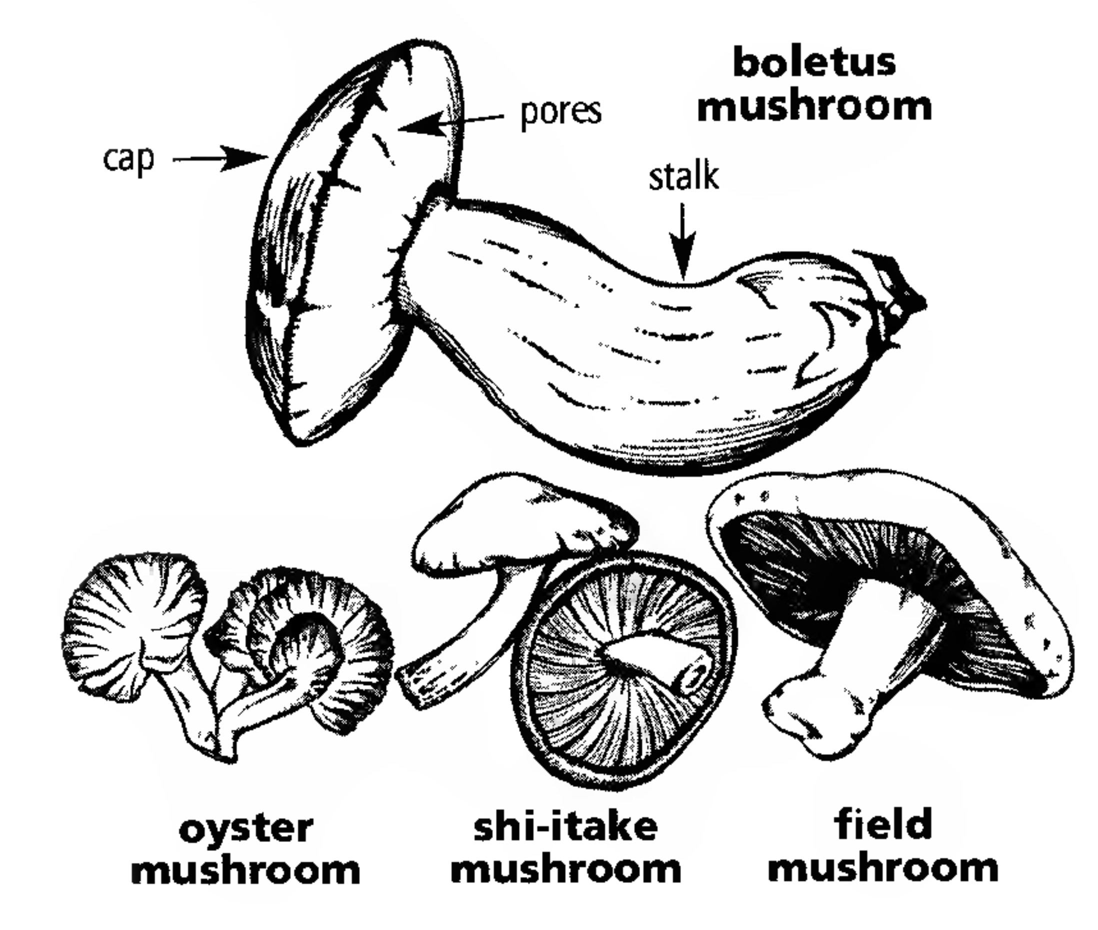
Encourage students to choose someone in the class to invite to their celebration. They should then decide whether to write a letter, e-mail, or text message, depending on how well they know that person and how formal / informal they want their invitation to be. If students are keen to write a more formal letter, they can invite you or another teacher rather than a classmate.

Tell students to write a rough draft of their invitation first and walk round and help them while they are doing this. Encourage them to sit with a partner and read each other's work and help if they can, before they go on to write the final version of their invitations. Let students give out their invitations or put them up on the wall and tell students to walk round reading the invitations and finding out if they have been invited to anyone's celebration.

1 using background knowledge

Discuss these questions in groups.

1 Do you like mushrooms?
2 Where do mushrooms grow?
3 Have you ever picked mushrooms?
4 Do you know these different kinds of mushrooms?



2 identifying text type

Read **texts A–D** quickly and match them to the text types 1–4 below.

1 a recipe
2 a restaurant review
3 a menu
4 a webpage from a mushroom website

3 recognizing text purpose

Which text:

1 explains how to cook a meal?
2 gives facts about mushrooms?
3 gives details about different meals?
4 lists all the ingredients for a meal?
5 suggests readers go to this restaurant?
6 hopes readers will buy something?
7 offers an opinion about a place?
8 tells readers what they shouldn't eat?

4 responding to the texts

Read **texts A–D** again and discuss your ideas with a partner.

Text:

A Give four facts from the text about *boletus edulis*.
B Look at the star rating under this text. How many stars do you think the writer will give this restaurant? Why?
C Which meal would you choose in Carluccio's Caffé?
D Would you like to cook or eat this dish? Why? / Why not?

A

■ **King bolete – *boletus edulis*** Description: The king of the mushrooms is the *boletus edulis* – the French call it a *cep*, the Italians call it *porcini*, and the old English name is 'Penny Bun'. If you can imagine a hamburger bun on a thick stalk, you will have a good idea of what most *boletus* look like. The caps are usually brown or reddish-brown, while the pores may be white, yellow, orange, red or brown. They are up to 25 centimetres tall.

▶ **WHEN AND WHERE:** You can find them in the summer and autumn, on the ground, near or under trees.

▶ **WARNING:** A few types of *boletus* are **poisonous**. Don't eat any with orange or red pores. They also go bad quickly, so eat only fresh ones.

B

Carluccio's Caffé

8 Market Place, W1 (0020-7636 2228). Mon – Sun £60 for 4 people

For mushroom lovers, I'd strongly recommend Antonio Carluccio's restaurants, which always serve **wild** mushrooms, such as *porcini*, when **in season**. They offer a very friendly atmosphere, reasonable prices and delicious Italian cooking. For the next week, at 2 p.m. each day, Carluccio himself will prepare recipes from his new book, *The Complete Mushroom Book*. And for anyone who doesn't like *porcini* there will be special 'mushrooms' made from chocolate.

OCTOBER 2003 *** EXCELLENT ** VERY GOOD * GOOD

C

Carluccio's Caffé

WELCOME TO CARLUCCIO'S CAFFÉ. OUR FOOD IS PREPARED USING THE BEST FRESH, NATURAL INGREDIENTS, WHERE POSSIBLE FROM ITALY. WE HOPE YOU ENJOY YOUR MEAL.

main courses

A traditional fried **pastry** filled with vegetables and melted cheese.	£5.25
Pasta with tomato, pork and lamb and white sauce.	£6.75
Pasta with fresh and wild mushrooms.	£5.95
Breast of chicken, breadcrumbed and fried, served with a green salad.	£8.25

D

Pasta with mushrooms

SERVES 4–5
300 g fresh mushrooms
175 g wild mushrooms
75 g butter
2 tablespoons vegetable oil
1 clove of garlic, chopped finely
*3 tablespoons chopped **parsley***
350 g pasta
300 ml cream
salt and black pepper

Clean all the mushrooms and slice them thinly. Heat the butter and oil in a frying pan and cook the garlic and parsley until soft but not brown. Add the mushrooms. Stir frequently until cooked. Remove from the heat.

Meanwhile, cook the pasta. When the pasta is nearly cooked reheat the sauce, add the cream and cook together for a few minutes. **Drain** the pasta and place in a warm dish. Pour the sauce over the pasta, add salt and pepper to taste and serve immediately.

The Publisher does not accept responsibility for any injuries or costs arising from the recipe above.

glossary

A poisonous 'pɔɪzənəs causes illness or death if eaten or drunk
B wild not grown by farmers
in season at the right time of year
C pastry 'peɪstri a mixture of flour, fat and water or milk, made flat and baked in the oven
D parsley a green herb
drain (v) remove all liquid

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme all about mushrooms **time** 40–50 mins

1 using background knowledge

- Before doing **exercise 1**, you could elicit the topic from the class either by drawing a mushroom on the board and asking students for the word or by playing hangman with the word MUSHROOM (i.e. put _ _ _ _ _ _ _ _ on the board and ask the class to guess letters until they guess the word or you complete the hanged man).
- Talk about the questions in **exercise 1** as a class or in pairs first, to find out what students know about mushrooms.

guidance notes

It is a good idea to find out what students know about the topic of a text before they read, for the following reasons:

- It may remind them of facts or information they can't recall.
- It allows them to share knowledge with the rest of the class.
- It may include information or ideas that are in the text (which will make the text easier to read).
- It often serves to raise interest in the topic.
- It gives you an idea of what students already know and how they might respond to a text, which may influence the way you handle the lesson.

2 identifying text type

- Point out the four texts and give students a minute to decide what type of text each one is. You may want to ask the class how they know which text is which. (They should be able to identify the texts very quickly by looking at the conventions, e.g. the website entry includes headings, the review includes the name and address and the star rating system, the menu layout should be very familiar and includes prices, and the recipe begins with the name of the dish and a list of ingredients.)
- Discourage students from reading in more detail at this stage.

guidance notes

The lesson aims to help students read a range of short texts. This exercise encourages them to notice the conventions of four different types of text and to read for gist to confirm their ideas about the genre, before looking at the individual texts in more detail.

answer key

1 D, **2** B, **3** C, **4** A

There is no connection between Carluccio's Caffé and the recipe or the mushroom website.

3 recognizing text purpose

- Tell students to read the questions carefully and think about the answers before reading the texts again in more detail to check their ideas. Then let them compare their answers with a partner.
- Point out the **glossary** but encourage students to use the context to guess the meaning of any further words they are not sure about.

guidance notes

This task asks students to think about what each text is doing and why you would read each one. Although they are all informational, each text has a different style and focus, i.e. **text A** gives a list of facts; **text B** uses the language of description and recommendation; **text C** is descriptive and designed to tempt the reader, and **text D** gives a set of instructions.

answer key

1 D, **2** A, **3** C, **4** D, **5** B, **6** C, **7** B, **8** A

4 responding to the texts

- The questions ask students to respond to the texts as they would in real life. For instance, **text B** is a review, recommending the restaurant and students are being asked to evaluate the writer's opinion, which focuses them on the language of recommendation. The writer's attitude or opinion is an important feature in **text B**, while the other texts are more factual (though the menu and recipe are clearly written to tempt the reader!).
- Focus students on the four questions (one for each text) and ask them to discuss the answers in pairs.

answer key

Text A: e.g. *Boletus edulis* are brown / reddish brown, 25 cms tall, grow in summer / autumn, on the ground or under trees, they can be poisonous, and they go bad quickly.

Text B: The review gave three stars, but as long as students recognize that it's a favourable review (two or three stars), that's fine. The textual clues are: *I'd strongly recommend, very friendly atmosphere, reasonable prices and delicious Italian cooking.*

Texts C and D: students' own answers

ideas plus

You could encourage students to think about their reading by asking them to assess how easy / difficult they found each text to read. Put some prompts on the board, e.g. *grammar, vocabulary, interest in mushrooms / food, do / don't read this kind of text in my language*, etc. and get students to discuss these factors in pairs, e.g. *Did you find the grammar easy / difficult?*

Alternatively:

- Students who like mushrooms could try the recipe and report back to the class.
- Students could write a review of a local restaurant *or* write a recipe of a favourite (simple) dish for their peers, using **texts B** and **D** as models.

how to ... organize ideas

1 understanding the writer's purpose

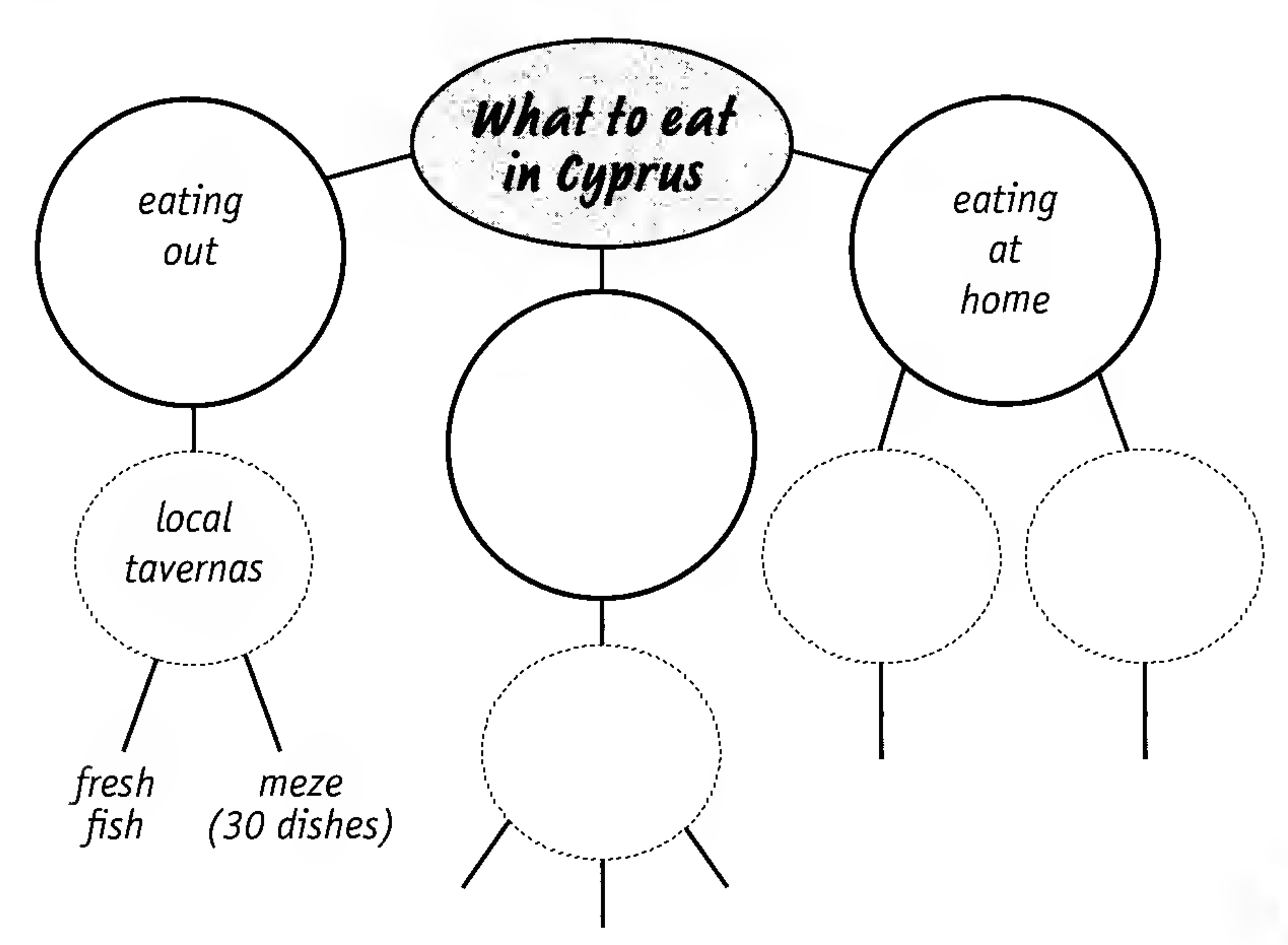
a Read the extract from a tourist information leaflet about local food in Cyprus. Would you like to try any of this food?

b Underline the phrases that recommend something, and (circle) the phrases that describe something. The first two examples have been done for you.

2 organizing ideas

tip Before writing a text, you need to think of some ideas for your writing, and organize them. Look at this way of organizing ideas using a mind map.

Complete the mind map using information from the extract.



3 planning your writing

Look at this plan. Put the points in the order they appear in the extract.

- ☐ shopping for food
- ☐ eating at home
- ☐ where to eat out
- ☐ something to take home
- ☐ what to eat in a restaurant
- ☐ food on special occasions

4 generating ideas

a Think about local food and eating out in your area. Make a mind map of your ideas. Use a dictionary for new words and phrases.

b Work in pairs. Ask and answer questions about each other's mind maps.

Writing task

a Put the ideas from your mind map in **exercise 4** into a numbered plan.

b Use your plan to write a text entitled *What to eat in ...*, to be included in a school pack for new students and teachers, or for a class display.

What to eat in Cyprus

Eating out in Cyprus in a local *taverna* is a wonderful experience. Order a *meze*, (which can include up to thirty of the best local dishes in one meal.) If you're on the coast, have the fresh fish of the day, which really will be fresh!

For Cypriot families, a typical meal will probably be vegetables, such as tomatoes or red peppers, filled with rice, herbs and spices. On special occasions people prepare delicious meat dishes, cooked slowly in the oven in closed pots.

For shopping, don't miss a visit to the colourful local markets. Try the tasty white Cyprus cheeses and local **sausage**, which is good either grilled or fried. Remember to buy some of the famous sweets known as *Cyprus Delight* for your family and friends.





glossary

sausage ˈsɒsɪdʒ a mixture of meat cut into very small pieces and made into a long thin shape

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to improve organization of ideas in a longer text
writing task a descriptive text about food for an information pack

time 50–60 mins

1 understanding the writer's purpose

- You could discuss **exercise 1a** as a class. Find out if anybody is familiar with the food described in the extract and what dishes students would like to try (or not).
- Put students in pairs for **exercise 1b**. Tell students to look at the examples underlined / circled in the extract and explain the difference between a recommendation and a description. Explain that some sentences may include both. Monitor while students find more examples.

guidance notes
Exercise 1a encourages students to respond to the text as they would in real life before analysing the text type and its purpose through the language that is used. **Exercise 1b** highlights some useful phrases for recommending and describing, which students can go on to use when they do the **writing task**.

answer key
a students' own answers
b **recommending:** *Order … meze; have … day; don't miss … markets; try … sausage; good either grilled or fried; Remember to … sweets*
describing: *which … meal; fresh; a typical meal … spices; delicious meat dishes … pots; colourful local; tasty … cheeses; famous*

2 organizing ideas

- Tell students to read the information in the **tip** box. It's a good idea to do (or start) the mind map on the board with the whole class. You can start by writing *What to eat in Cyprus* in the middle, and adding some blank circles around it. Encourage students to help you fill in the main labels, before asking them to find details from the extract.

guidance notes
This exercise shows one way of generating and organizing ideas for a written text (there are, of course, other ways which are equally valid). Here students can practise producing a mind map using information which is provided; if mind maps are new to any students, this will provide them with a useful learning tool and remind them of the importance of generating and organizing their ideas when writing a longer text.

answer key
eating at home:
typical meal – vegetables filled with rice, herbs and spices
special occasions – meat dishes cooked in closed pots

shopping:
local markets – Cyprus cheeses
local sausage
Cyprus Delight

3 planning your writing

- Point out that the next stage in writing a text is to write a plan, using the ideas from their mind maps. Focus students' attention on the plan, but tell them that the ideas are in the wrong order. Ask pairs to discuss the best order for the six points and then to check their ideas in the extract. They should then number the points in the order they appear in the extract.

guidance notes
This stage aims to raise awareness of the importance of planning a text before students begin writing. It is important for students to realize that a mind map helps to group and link ideas but doesn't necessarily show the order points will be made in. They can also use these ideas as the basis for their own texts.

answer key
1 where to eat out, **2** what to eat in a restaurant,
3 eating at home, **4** food on special occasions,
5 shopping for food, **6** something to take home

4 generating ideas

- If your students are not studying in their own countries, let them brainstorm what they know about local food and eating out in the area where they are studying. This has the advantage of being collaborative and providing useful information for new students and teachers. If they prefer (or you prefer them) to write about their own countries, they may have to work alone for **exercise 4a**, but if possible put them with students who share similar food.
- For **exercise 4b**, put students into new pairs or groups and let them look at each other's mind maps and ask questions to find out as much information as they can. Encourage them to add to their mind maps if their partner's questions prompt new ideas.

writing task Focus students on the importance of planning their text by writing the heading *What to eat in …* on the board and listing 1 to 6 below it. Tell them to decide in what order to present their information and then to transfer the ideas from their mind map into the plan. Walk round and help them at this stage, so that they can ask questions before they begin writing their text.

ideas plus
This could be extended into a class project by adding further sections to students' information leaflets, e.g. travel and transport, local culture and entertainment, shopping, etc. Divide the class into groups and let them choose (or allocate) different sections to write about.

1 predicting

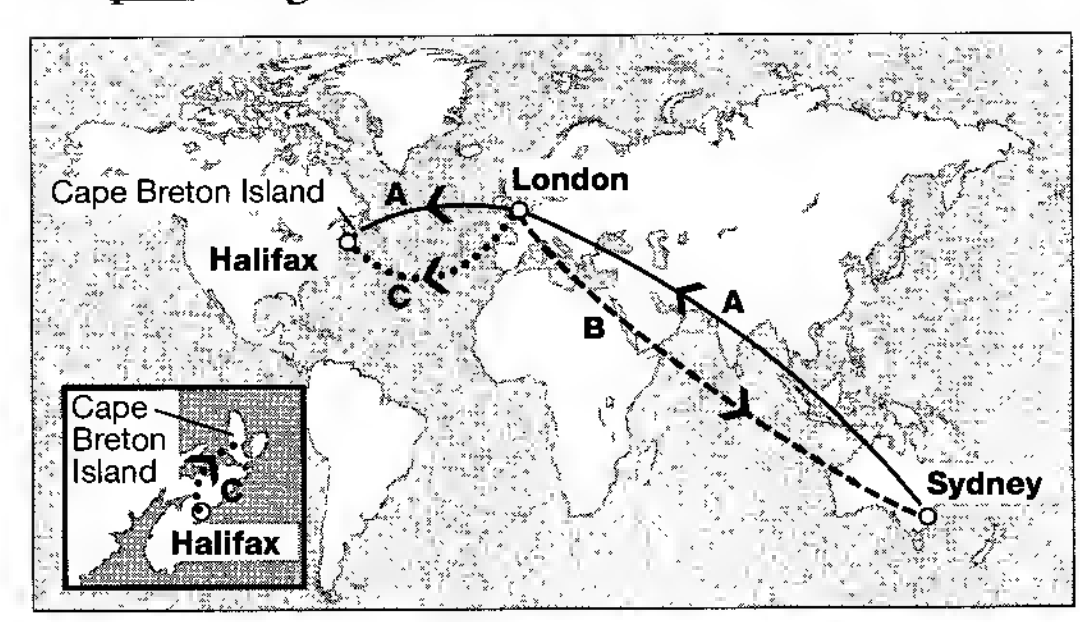
a The article below is about a journey that went wrong. Try to guess what happened using the picture, the title and these words from the text.

holiday Australia landed
Canada flight the Internet

b Read the article. Were your predictions correct?

2 understanding the main points

a Which way did Emma and Raoul go (**A**, **B**, or **C**)? Which way did they plan to go?



b Complete the summary of the story using the words in **exercise 1a**. You can use the words more than once.

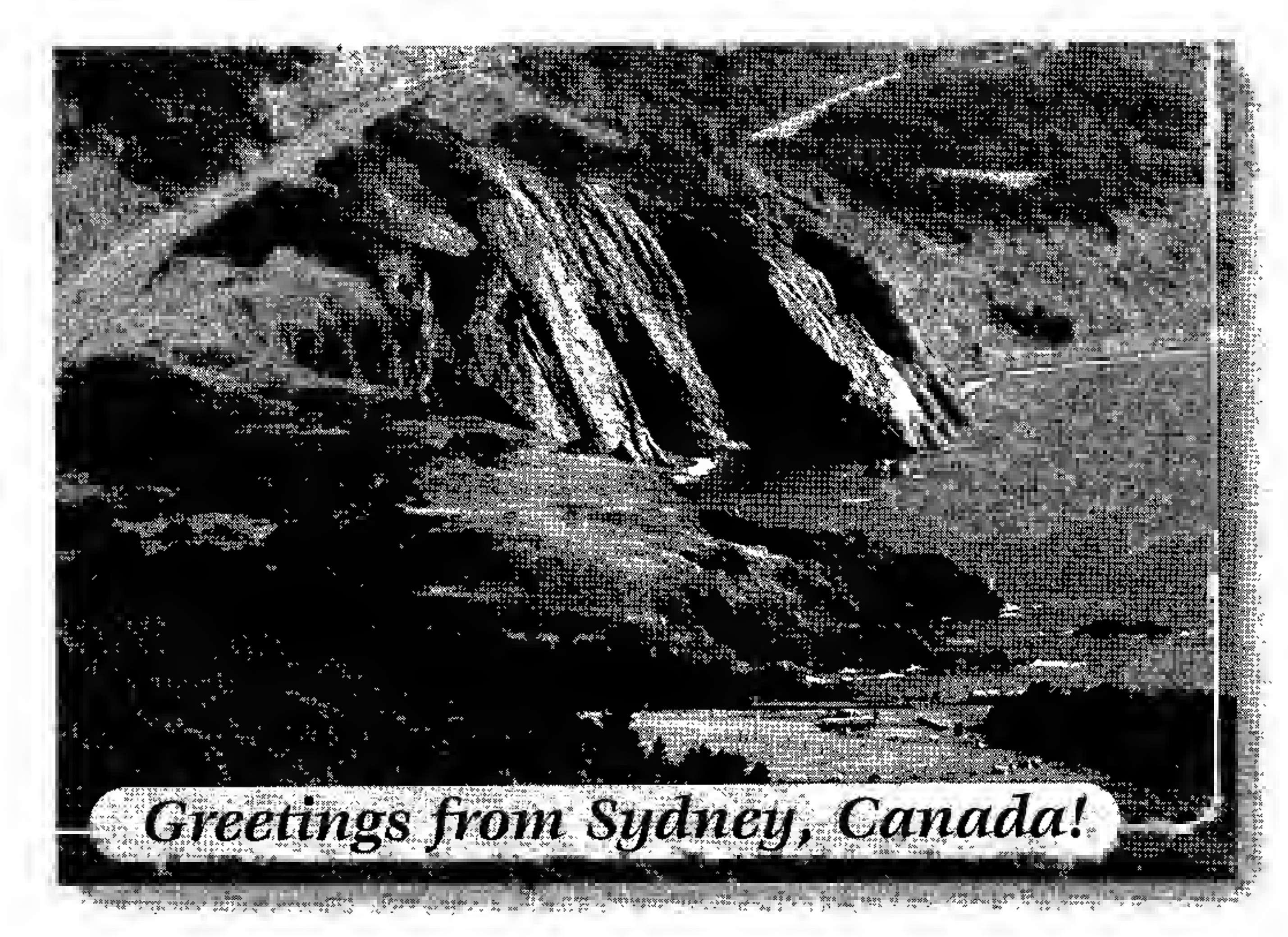
A British couple, Emma Nunn and Raoul Sebastian, planned a three-week (1) ___________ to Sydney, (2) ___________. They booked their (3) ___________ on (4) ___________. During their journey, they were not worried when they had to change planes in (5) ___________, or by the rather short (6) ___________. In fact, they didn't realize they had made a mistake until they (7) ___________ at Sydney on Cape Breton Island in (8) ___________.

3 understanding attitude

Read the article again. How did each person feel about what happened? Complete sentences (1–4) with the endings (a–d).

1 Emma Nunn
2 The air stewardess
3 Andrea Batten
4 The ABTA spokesman

a was not surprised by a passenger's comment.
b was surprised when some passengers landed in Canada.
c was pleased because the mistake advertised a personal service.
d was not concerned about unexpected changes to a journey.



Greetings from Sydney, Canada!

A British **couple**, Emma Nunn and her boyfriend Raoul Sebastian were on their way to a three-week holiday in Australia. It's surprising that they didn't realize something was wrong when they landed at Halifax, Nova Scotia in Canada, and were **transferred** to a 25-seater plane for the last part of their journey.

But 19-year-old Miss Nunn was only slightly worried. 'I don't like flying and I said I was surprised to see a small plane like that going all the way to Sydney, Australia,' she said. 'On the plane, they gave us immigration forms asking how long we planned to stay in Canada. I told the stewardess we would only be there a couple of hours, and she said, "Fine, write two hours".'

The couple were not **concerned** when they realized that their flight time from Britain was just nine hours 30 minutes instead of 22 hours.

So it was not until they landed at Sydney on Cape Breton Island, Nova Scotia – a town with a population of 26,000 – that they finally realized that they probably wouldn't be able to use their Australian dollars at the local bar.

While their friends were waiting for them at Australia's Sydney airport, the couple – who had booked their Air Canada tickets on the Internet – landed on the opposite side of the world.

They were met at the airport by Andrea Batten, a customer service agent for the regional airline, Air Canada Jazz. 'I was told, "Can somebody go to the front desk, there is a couple who think they should be in Sydney, Australia,"' she said. 'While baggage occasionally **ends up** at the wrong Sydney, it is the first time that passengers have found themselves in the wrong **hemisphere**,' she added.

Back home, the Association of British Travel Agents (ABTA) said the story was a great advertisement for using travel agents. A spokesman said: 'That is probably one of the **drawbacks** of the Internet – there is not a brain in the middle.'

glossary

couple boyfriend and girlfriend
transferred moved to a new plane
concerned worried
ends up finally arrives
hemisphere one half of the earth
drawbacks disadvantages

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme catching the wrong plane

time 40–50 mins

1 predicting

- Write the word *Sydney* on the board and find out what students know about it. Prompt them with questions, e.g. *Where is Sydney? Have you been there? Would you like to go there? What's it like?* They will probably assume that you're referring to Sydney, Australia, so at this stage don't mention that there's another place with the same name in Canada. Encourage them to build up a picture of the place, e.g. city by the sea, great weather, the Sydney Opera House, etc. so that when they look at the picture of Sydney, Cape Breton Island, for **exercise 1a**, they realize something is wrong.
- For **exercise 1a**, make sure students understand *landed* and *flight*. They will come across both these words in the text. Ask students to read the prompts carefully so that they have enough clues to predict the story. Give them a few minutes to discuss their ideas with a partner and then get some feedback. Don't give anything away at this stage, but accept all sensible suggestions.
- **Exercise 1b** is a gist reading task, so give students a time limit of about three minutes so that they don't get too distracted by details at this stage.

guidance notes

The article is adapted from a longer text in a British newspaper, *The Daily Telegraph*. The writer's tone is humorous and the text describes the couple's and other people's responses to the events in the story, rather than simply narrating the events themselves (see **exercise 3**).

This prediction task should raise interest in the actual events that took place and make the article accessible by focusing students on the main events of the story before they read it.

2 understanding the main points

- For **exercise 2a**, focus students on the map showing three possible routes the couple took. Let them discuss their answers with a partner, before going back to the text to check. Get feedback on whether they managed to get the routes right from a first reading of the text.
- For **exercise 2b**, ask students to try to complete the summary without going back to the text. When they are ready, tell them to check their ideas against the text.

guidance notes

Exercise 2a should give you a good idea of how much your students can pick up from a fairly quick reading of the text. Activities like this help train students to focus on the main points of a text.

Exercise 2b will help to clarify the main events of the story if anyone is still unclear about this. The summary will also be useful for students to refer to if they do the activity suggested in **ideas plus**.

answer key

a actual route: C, planned route: B

b **1** holiday, **2** Australia, **3** flight / holiday, **4** the Internet, **5** Canada, **6** flight, **7** landed, **8** Canada

3 understanding attitude

- Give students time to read the text again and to refer to the **glossary** if necessary.
- Tell students to read the question and complete the sentences about how different people in the story felt. Encourage them to scan the text to find the part where each person is mentioned.

guidance notes

This task gives students a chance to focus on some of the details that make the text engaging to read, i.e. the comments made by some of the people involved.

answer key

1 d, **2** a, **3** b, **4** c

ideas plus

Work in threes. Student A is Emma, Student B is Raoul and Student C is a friend. Emma and Raoul are telling the story to a friend. Listen to each other and interrupt if you think your partner has made a mistake or missed an important detail. The friend should ask questions to prompt the story, e.g.

Emma *We planned a three-week holiday to Australia.*

Friend *Where in Australia?*

Raoul *We wanted to go to Sydney ...*

how to ... develop ideas

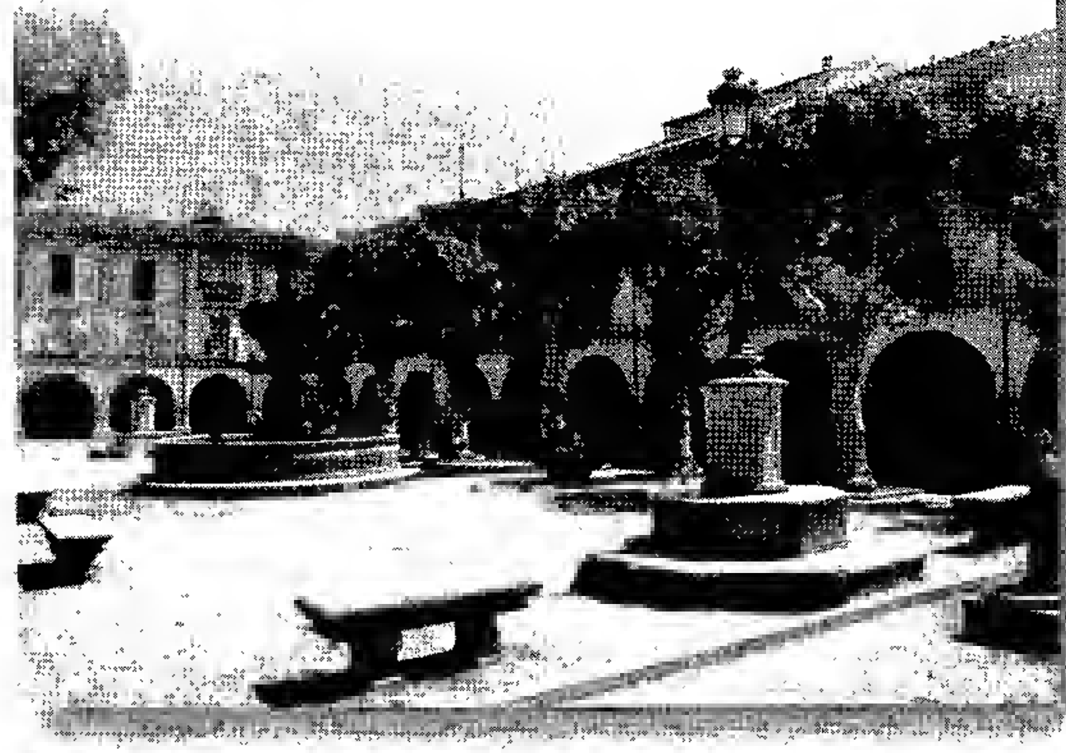
1 generating ideas

Read this paragraph written by a Spanish student. Work with a partner and ask and answer these questions.

1 What place does she like?
2 Why does she like it?
3 Can you describe it?
4 When does she go there?
5 What does she do there?

*A place I really love is the Plaça Sant Felip Neri in my city. I love it because it is a very peaceful place right in the centre of a lively, noisy city. It is a small square and there are no bars, shops or cars. It's got a **fountain** in the middle and there are a few benches to sit on, but not many people go there. There's a nursery school there, and two or three times a day the little children come out to play. I go there when I'm tired of the noise and **stress** of the city. It's a beautiful place to relax and listen only to the noise of water and happy children.*

Marisa, Barcelona, Spain



glossary
fountain 'faʊntɪn an attractive structure that sends water into the air
stress worry and pressure (of life in the city)

2 developing a text

tip
Start your paragraph by giving the most important information or main point. You can develop this point by giving a reason and more information.

a Look at Marisa's text again and find:

1 the main point
2 a reason
3 information about the place
4 more information about her reasons for going there

b Order the four sections, **A–D**, of the text below. Find:

1 ☐ the main point
2 ☐ the reason
3 ☐ information about the festival
4 ☐ more information about why they had a good day

A Great Day Out

A There's a dragon and it has to pass in front of all the Chinese restaurants, which leave a salad outside their front door. If the dragon stops and eats the salad, that restaurant wins.

B We went there because it was the Chinese New Year and we wanted to know what they do on this special day.

C We were lucky to see the dragon when he ate the salad. After that, there was Chinese music on the streets and we followed all the people and danced. I enjoyed the day because I learned a lot about Chinese culture.

D I had a really wonderful day out last week with two friends, Priscilla and Henry. We decided to spend our day at La Chapelle, the Chinese area in Paris.

3 developing ideas

a Think of a place you really love and make some notes to answer the questions in **exercise 1**, e.g. What place do *you* like?

b Work in pairs and ask and answer the questions about your places. Find out as much detail as possible about your partner's place.

c Add more information to the notes you made about your place.

4 organizing ideas

a Look at your notes and decide on the main point, a reason, and more information.

b Work in pairs. Complete these sentences with the information in your notes.

A place I really love is ...
I love it because ...
It is ... and there's a / there are ...
It's got ...
I go there when ...
It's a ... place to ...



Writing task

a Write a paragraph about a place you love for display on your classroom walls.

b Walk round and read other people's texts. Which place would you most like to visit? Why?

go to self-assessment p.61 vocabulary diary p.63

aim to use a practical framework and collaboration to develop a longer text **time** 50–60 mins
writing task a descriptive paragraph about a place

1 generating ideas

- If possible, tell students in the previous lesson what they are going to be writing about, and ask them to bring in photos or pictures of a place they love if they have any. This will help to generate more detail and ideas for their texts. They can also use the pictures to illustrate their work for display (see **writing task**).
- Put students in pairs and tell them to read the paragraph and then answer the questions together. If you wish, you can ask them to cover the text and answer the questions from memory.

guidance notes

This lesson uses the context of describing a familiar place as the basis for developing ideas for a longer piece of writing. However, the use of question prompts, student collaboration, and useful language chunks to structure a text can be used to generate and develop ideas in a number of different contexts (see **ideas plus**).

answer key

a **1** the Plaça Sant Felip Neri in her city; **2** it's a very peaceful place right in the centre of the city; **3** *It's a small square … the little children come out to play;* **4** when she's tired of the noise and stress of the city; **5** she relaxes and listens to the noises in the square

2 developing a text

- Tell students to read the **tip** box and then do **exercise 2a** in pairs. Get feedback from the class before they move on to **exercise 2b**.
- Write *Chinese New Year* on the board and ask the class what they know about this festival. Elicit or pre-teach the word *dragon*. Then ask students to read and order the four sections of text (which was written by a student about a 'great day out'). Tell them to fill in the boxes alongside sections 1 to 4.
- In feedback, focus on how the writer has developed the text by asking students what the main point is, what reason the writer gives, what information he gives about the festival and why they enjoyed it.

guidance notes

This task gives students a possible framework for developing an initial idea into a paragraph. This framework does not work for every kind of text, but it provides a clear set of stages for developing a description and can be adapted for different topics and texts. Asking students to give a reason encourages them to explain their opinions. The text in **exercise 2b** offers a further model and describes an experience as opposed to a place.

answer key

a **1** *A place I really love … in my city.* **2** *I love it because it is … lively, noisy city.* **3** *It is a small square … the little children come out to play.* **4** *I go there when … and happy children.*
b **1** D, **2** B, **3** A, **4** C

3 developing ideas

- For **exercise 3a**, tell students to use the questions in **exercise 1** as a prompt to generate their own ideas about a place they love. Change the questions into the second person as a class. Emphasize that they should only make brief notes at this stage.
- For **exercise 3b**, tell students to ask each other the questions from **exercise 1**, but encourage them to ask follow-up questions to get more details and information about their places. It's a good idea to demonstrate this first by asking one student about their place and prompting the class to ask more questions. Alternatively, talk about a place you know and encourage the class to ask questions to get more information. You could write any good questions they come up with on the board.
- For **exercise 3c**, tell students to add the extra details and information they gave their partner to their notes.

guidance notes

Generating ideas for a text is often problematic. This lesson uses a set of questions to prompt students' own ideas, but then encourages students to collaborate and prompt each other to generate further ideas and produce more detail for their texts. **Exercise 3c** shows students that they can use their notes as a starting point, but add to them as they come up with more information and detail.

4 organizing ideas

- At this stage, students need to plan their texts. Tell them to think about how they are going to structure their texts by deciding on the main point, a reason, and more information (i.e. more detail and ideas).
- Focus students on the key phrases taken from Marisa's text and tell them to complete them orally with a partner. Tell them to listen and help each other complete the sentences with their information and ideas. Walk round while they are doing this and help with vocabulary and reformulating ideas. Encourage students to use the prompts as a 'skeleton', which they can further build on and personalize when doing the **writing task**.

writing task Let students know that their work is going to be displayed on the classroom walls. This will encourage them to present their work well. If they have brought in photos, tell them to use them for ideas and to illustrate their paragraphs.

For **exercise b**, get some feedback from the class on which places they like the sound of and why.

ideas plus

This lesson can be adapted for different contexts. It is a good idea to use contexts which students have personal knowledge of and / or opinions about. For example, writing about a restaurant they like (see *p.8* for a restaurant review) or a great day out (using the text in **exercise 2b** as a model), or their last holiday. Give them a set of question prompts and some useful phrases and encourage plenty of collaboration to generate and develop ideas.

1 using background knowledge

a Have you ever ordered anything online or from a catalogue? What?

b Read the envelope opposite. Would you open it if it was addressed to you? Why? / Why not?

2 understanding the writer's purpose

Read the letter. Is the writer trying to:

a sell the reader the 'Atlantique' dinner set?
b persuade the reader to make an order?
c tell the reader about La Store's new French clothes?
d explain that the reader has won some free gifts?

3 understanding language in use

Cover the letter and match the beginnings (1–5) with the endings (a–e). Which sentences are persuading the reader to do something?

1 I'd like to invite you to
2 This attractive dinner set
3 Go on ... now is
4 So why not
5 Complete the order form

a a great time to treat yourself.
b claim a very special gift.
c or order online 24/7 @ www.lastore.com.
d take a look at the catalogue now?
e will look great on any table.

4 reading for specific information

Explain what these words and numbers are in the order form.

example
Student A: 25
Student B: The trousers cost £25.

1 2.95
2 24
3 12
4 10
5 1,000
6 2

5 responding to the texts

Imagine you received this letter from La Store. Would you order something? Why? / Why not?

Ms T Richardson
23 Coleman Street
Brighton BN2 9FL





URGENT: We can only keep your free gifts for one week, so place your first order today ... don't miss out!

Dear Ms Richardson

I have some fantastic news for you! To celebrate our new **collection**, I'd like to invite you to **claim** a very special gift with your first order from our catalogue.

A 4-piece 'Atlantique' dinner set – FREE with your first order

With its simple, classic blue-and-white design, this attractive dinner set will look great on any table. As well as four full-size dinner plates, it also contains four side plates and four soup bowls.

WIN – £1,000 worth of the latest French fashions!

Enter our free French Fashion **Prize Draw** and you could win £1,000 to spend on the very latest styles from La Store. Simply make an order and we'll put your name into the Prize Draw.

10% off your first order!

Go on ... with 10% off your first order, now is a great time to **treat** yourself or get a **bargain** for your family. You'll enjoy 14 days' free **home approval** and free returns. So why not take a look at the catalogue now? It's so simple, just complete the order form or order online 24/7 @ www.lastore.com.

Page	Description	Colour	Catalogue Number	Size	Price	Quantity	TOTAL
9	T-shirt	red	LP055	12	£8.50	1	£8.50
24	trousers	grey	98/106	XL	£25.00	1	£25.00
99	flat sheet	yellow	934/712	single	£19.00	2	£38.00
Please send my FREE dinner set with my order.							FREE
Please enter my name in the £1,000 French Fashion Prize Draw.							YES
Please take 10% off my first order.							–10%
NB Add £2.95 for postage and packing							
						FINAL TOTAL	£67.30

glossary

collection the clothes and products shown in the new catalogue

claim (v) kleɪm to 'order' sth free-of-charge, because it belongs to you

Prize Draw a competition: all names are entered; the first name selected is the winner

treat (v) give (yourself) sth nice

bargain (n) ˈbɑːɡən a good offer

home approval time to decide if you want to keep the things you have ordered

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme mail order shopping **time** 40–50 mins

1 using background knowledge

- Discuss **exercise 1a** as a class to introduce the topic of mail order shopping, before asking students to look at the envelope in pairs in **exercise 1b**.
- After students have discussed the question in **exercise 1b**, you could ask for a show of hands to find out who would open the envelope and who would 'bin it'. Encourage some students to explain their reasons.

guidance notes

The texts are based on an unsolicited 'mailing' from a retail outlet, which sells from a catalogue via direct mail and over the Internet. The company would have the customer's name from a previous order. **Exercise 1a** should help to focus students on the topic covered in the texts and perhaps also give you an idea about how familiar they are with these kinds of texts. **Exercise 1b** helps put the student in the position of a 'genuine' reader, and to draw on their world knowledge of this type of 'junk mail'.

2 understanding the writer's purpose

- For **exercise 2**, make sure students understand the verbs *sell, persuade* and *explain*. Tell them to read the question and check that they understand that they can only choose one option; the other three are incorrect. Get them to look at the letter briefly in order to find the answer. You could give them a time limit (about two minutes). In feedback, ask why the incorrect options are not possible.

guidance notes

The purpose of this text may seem obvious to a native speaker and for those who are used to reading this kind of letter in their own language, but for those who are unfamiliar with this kind of text, the writer is using all sorts of distractions in order to fool or tempt the reader. The headings are designed to make the reader feel these 'gifts' are already theirs; in fact, they can only 'claim' the gifts if they order something from the catalogue.

answer key

b

3 understanding language in use

- This task focuses on the use of persuasive language in the letter to achieve a purpose (i.e. to tempt the reader to make an order). Most of us are so familiar with this type of 'marketing speak' that it's easy to overlook how exaggerated the language is (e.g. *confidential* and *urgent* on the envelope, *fantastic news* and *a very special gift* in the letter).
- Remind students to cover the letter before starting **exercise 3.** Depending on how much help you think students will need, you could let them do the exercise in pairs or threes, or do it as a class. Either way, it would be a good idea to build up a list of the relevant words and phrases on the board, so they have a record of the target 'persuasive' language used in the letter.

answer key

1 b, **2** e, **3** a, **4** d, **5** c

1, 3, and 4 are persuading the reader to do something; 2 is more descriptive, 5 is giving information.

4 reading for specific information

- Although the reader has been assured that ordering is extremely simple, the order form is actually rather complex and contains a lot of information. This task asks students to scan the text for specific facts and figures and to identify what each one means.
- You could ask students to do this in pairs as suggested, or you could call out the numbers one by one to the class, and ask students to raise their hands when they have found the information. Tell them that the first person to raise their hand will have to explain what the item means, as in the example. Give enough time for the majority of students to find the answers, though, before asking for an explanation.

answer key

4 **1** postage and packing, **2** the page number the trousers are on, **3** the size of the T-shirt, **4** the discount off the order, **5** the value of clothes in the prize draw, **6** number of flat sheets ordered

5 responding to the texts

- Encourage students to think about how they would respond in a real-life situation to the letter. (This is a natural follow-up to **exercise 1b**, *Would you open this envelope …?*) You could broaden this question into a class discussion (see **ideas plus**).

ideas plus

Follow this up with a class discussion about students' attitudes to 'junk mail' and this kind of marketing. Write these questions on the board to prompt students' ideas:

– *Do you receive this kind of 'junk mail'?*
– *If so, do you open it / read it / bin it?*
– *Does this type of marketing work?*
– *Are you tempted by prizes / free gifts / discounts / special offers?*

how to ... link ideas

1 generating ideas

a Think about a shopping centre near your school. Make a list of what's there, e.g. department stores, cafés or restaurants, bookshops, etc.

b Read the report about Bluewater Shopping Centre. Compare what's there with your list in **exercise 1a.**

The Bluewater Experience

Last week I visited the Bluewater shopping centre in Kent, England. It was an amazing experience *because* it's the biggest shopping centre in the country. You can find almost everything under one roof, including 320 stores, 50 restaurants and cafés, a cinema, a crèche, and a park. The only problem at Bluewater is making a choice. Is it better to do your shopping *or* to have some fun? It is a good day out, *unless* you have a problem with crowds.

Shopping

I arrived at 9am *so that* I could do my shopping before it got too busy. There are three department stores and many fashion shops. I was looking for music and books not clothes, *so* I went to Virgin *and* I bought some great CDs. I also looked round several bookshops, *but* I couldn't find the books I wanted. After that I needed a rest.

Entertainment

If possible, try to spend a whole day at Bluewater, (1) ________ there is so much to do. You can watch a film in the multi-screen cinema, hire a bicycle in the park, (2) ________ climb the Big Blue Rock Climbing Wall. I couldn't decide, (3) ________ I went for a coffee (4) ________ watched other people doing their shopping. It is great fun for the whole family, (5) ________ you are in a hurry!

2 understanding linking words

tip You can use the words in *italics* in the report to join two ideas in one sentence. They often (but not always) follow a comma (,). *e.g. I'd love to come shopping with you,* ***but*** *...*

Add the words in *italics* in the report to the table.

adding	
giving a reason	
explaining purpose	
contrasting	*but*
giving an alternative	
giving a result	
meaning *if ... not*	

3 using linking words

a Complete the *Entertainment* section of the report with linking words from **exercise 2.** Use each word only once.

b Add linking words from **exercise 2** to the sentences below.

example Bluewater is a great shopping centre ^(*because*) there's so much choice.

1 I looked all over town for a new coat, I didn't find one that I liked.

2 Shall we do our shopping now go for a coffee first?

3 I did my shopping quickly, I could go to the cinema with you.

4 Ikea is good for furniture shopping, you have a problem with queues.

5 I was a bit tired after my shopping trip, I stayed in last night.

6 I never go to supermarkets they're too big.

4 planning your writing

Your class is going to write a report on your local shopping centre. Work in groups. Each group choose a different area to write about and make notes:

- entertainment
- cafés / restaurants
- shopping
- facilities
- other

Writing task

a Write your section of the report. Remember to use linking words to connect your ideas.

b Exchange sections with other groups. Did you learn anything new from their reports?

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

four writing — teacher's notes

aim to produce longer sentences using high-frequency conjunctions **time** 50–60 mins
writing task collaborative writing to produce a class report about a local shopping centre

1 generating ideas

- You can do **exercise 1a** as a class, especially if you have students who are not familiar with a local shopping centre. Write the list of what's at the shopping centre on the board. This will clarify some useful vocabulary (together with spelling and pronunciation) at an early stage in the lesson and will also be helpful later when students are planning their writing (see **exercise 4**).
- If appropriate, find out if anyone in your class knows Bluewater and what they can remember about it. When they have read the report, ask students if they would like to go to Bluewater and why / why not.

guidance notes
The text is written in a basic report format using section headings and reporting on an individual's personal experience of something all students will be familiar with, i.e. a shopping centre. As such, it provides an achievable model for students' writing at this level.
This first stage should generate interest in the topic before students start analysing the language used in the report.

2 understanding linking words

- Focus students' attention on the **tip** box and the example of a conjunction (*but*). Put students into pairs or small groups for **exercise 2** to discuss the function of the linking words in the report.
- If students get stuck on the different functions of *so*, tell them to leave it to the end, then give them some examples on the board as a concept check, e.g. *I was very tired so / so that I decided to have a rest. I bought a new car so / so that I could drive round Europe*. Point out that if you can't include *that* in the sentence, its function will be 'result' not 'purpose'. (It's simpler not to explain that *that* is optional, unless students specifically ask about it.) If students still have a problem, focus on the first part of the sentence and ask *Why?* If the second part answers the question, the function is 'purpose' not 'result'.

guidance notes
This task aims to raise awareness of the use of these high-frequency conjunctions to join two ideas together in a sentence. Students will be very familiar with the words themselves, but will probably not have analysed the use of all of them in context, and will almost certainly have problems in using them accurately in their own writing.

answer key

adding	*and (I bought)*
giving a reason	*because*
explaining purpose	*so that (I could do my shopping…)*
contrasting	*but*
giving an alternative	*or*
giving a result	*so (I went to Virgin)*
meaning *if … not*	*unless*

3 using linking words

- These exercises give students controlled practice of using the linking words at sentence and paragraph level. Students could do **exercise 3a** alone before discussing their ideas with a partner, or they could work in pairs. For question 3, ask students what the function of *so* is (giving a result).
- Before students start **exercise 3b**, ask them where the conjunctions are most likely to go in the sentences (after the comma, if there is one). If they are not sure, refer them back to the **tip** box in **exercise 2**. Tell them to work in pairs and encourage them to discuss their answers.

guidance notes
Exercise 3b focuses on word order as well as function; this is often a problem area in students' writing, so this should be a useful stage before they go on to write their own texts.

answer key

a **1** because, **2** or, **3** so, **4** and, **5** unless

b **1** … coat, **but** I …
2 … now **or** go …
3 … quickly, **so that** I …
4 … shopping, **unless** you …
5 … trip, **so** I stayed in …
6 … supermarkets, **because** they're …

4 planning your writing

- Make sure students understand that each group is going to be writing different seetions of one complete report. Tell groups to choose one area to write about and to make notes. Encourage students to discuss and add to their ideas within their groups.

ideas plus
If appropriate, organize a class trip to the local shopping centre in order to check facts, collect ideas and possibly promotional material, and to give students a real-life experience to base their reports on. This is best done after groups have chosen their section, so their research is focused. If this is impossible in class time, you can still suggest students visit the shopping centre in their own time, with their groups if possible.

writing task Ask all students to write a draft of their section of the report. Tell them to compare their paragraphs with their group and to check each other's use of linking words. One student in each group can then write the final version of their section. Make sure students read all the different sections of the report. Ask if they learnt anything new. If possible, get the report typed up and published in the school magazine, or have it displayed on the school noticeboard to show students that their work can serve a real purpose.

five reading

1 predicting

a Look at the picture and the heading of the text. What do you think the man is doing? Why?

b Read the text quickly and check your ideas.

2 understanding the main points

Match the correct summary (a–g) to each paragraph (1–5). There are two summaries you will not need to use.

a why Silbo began
b where the island is
c the use of Silbo today
d walking on the island
e a description of Silbo
f where Silbo came from
g how to practise Silbo

3 reading for specific information

Complete the table with facts about the island.

location	geographical features	language	history of island
the Canaries	*an island*		

4 recognizing reference words

a Underline the word *Silbo* each time it appears in the text.

b Now underline all the different words and phrases (including *it*) that refer to Silbo. How many can you find?

5 responding to the text

a Work in two groups, A and B. Think of at least two reasons:

Group A: **for** trying to save Silbo.
Group B: **against** trying to save Silbo.

b Discuss your ideas in A / B pairs.



Silbo the Gomeran whistling language

1 If you love islands but haven't visited the tiny island of La Gomera in the Canaries yet, don't wait any longer. Close to Africa in the Atlantic Ocean and 40 minutes by ferry from Tenerife, it is the most beautiful and varied island of them all.

2 The language of La Gomera nowadays is Spanish. But some of the older people on the island can still use the fascinating Gomeran whistling language, 'Silbo'. On a small and mountainous island like La Gomera, distances were measured in the past by the time and effort necessary to walk the paths between mountains, and not by the number of kilometres between two places (which is never very far, because the island only measures 147 square kilometres in total). In this geographical environment, the Gomeran whistle was useful for communicating quite detailed information from mountain-top to mountain-top, such as 'meet you in the café by the square for a drink at 12'. Some whistlers can even be understood up to five miles away.

3 Little is known about Silbo's **origins**, but many people believe it came over to La Gomera with early African **settlers** more than 2,500 years ago. Silbo-like whistling has been found in small areas of Greece, Turkey, China and Mexico, but none of these languages are as developed as Silbo in La Gomera.

4 Silbo – the word comes from the Spanish verb *silbar*, meaning 'to whistle' – has four **vowels** and four **consonants** that can be put together in different ways to produce more than 4,000 words. It sounds just like bird conversation and has plenty of uses.

5 However, the language has almost disappeared as other means of communication such as the telephone have been introduced. Nowadays, Silbo is hardly used outside exhibitions or demonstrations, which means that fewer and fewer people now know how to use it. As the language is now **threatened**, it is taught in all primary schools on the island in an effort to **preserve** it.

glossary

origins where it came from and how it developed

settlers people who go to a new country or region to live

vowels 'vaʊəlz sounds, which (in English) are made with the letters *a, e, i, o, u*

consonants 'kɒnsənənts sounds, which (in English) are made with all letters except *a, e, i, o, u*

threatened 'θretnd in danger of disappearing / being lost

preserve (v) prɪ'zɜːv keep it alive / in use

go to **self-assessment** p.60 **vocabulary diary** p.62

text theme an unusual language **time** 50–60 mins

1 predicting

- For **exercise 1a**, find out if anyone knows where La Gomera is (see **guidance notes**). Let them discuss the picture and heading with a partner and then get their ideas on what the man is doing and why. If some students don't understand *whistling* from the heading, you or other students can demonstrate! If they can't work out why, tell them they will find out when they read the text.
- For **exercise 1b**, give them a time limit for reading (two minutes should be enough). After reading, let them compare their ideas with a partner.

guidance notes
The text is an extract from a travel book and is a factual text about language on the island of La Gomera in the Canary Islands, off the north-west coast of Africa.

answer key
b The man is whistling. He is not doing this for pleasure but to communicate with other people.

2 understanding the main points

- Focus students' attention on the summaries. Ask students to read the extract again in order to match the summaries to each paragraph. Explain that two of the summaries do not match any paragraphs. It is a good idea for students to work alone and then compare their answers when they are ready.

guidance notes
As this is an informational text, it is good practice for students to attempt to grasp the main points. The options offer very brief summaries of the overall content of each paragraph. The two extra options focus only on small points within a paragraph. If anybody chose these, ask confident students to explain why they do not summarize any complete paragraph.

answer key
1 b, **2** a, **3** f, **4** e, **5** c (d and g are not needed)

3 reading for specific information

- Focus students on the headings in the table and point out the two examples. Then ask the class for a few facts from the extract for the other headings.
- Tell students to work in pairs and divide the headings between them. They should focus on one heading at a time, scanning the text for relevant information. Give them a time limit (about five minutes) to look through the text on their own before stopping and working together.

answer key
location: the Canaries, close to Africa, in the Atlantic Ocean, 40 mins. by ferry from Tenerife
geographical features: an island, small, mountainous, 147 sq kms
language: Spanish, Silbo = Gomeran whistling language, came with African settlers c.2,500 years ago, *silbar* = to whistle, 4 vowels, 4 consonants, 4,000 words, sounds like bird conversation
history: inhabited by African settlers c. 2,500 years ago, Silbo (the language) has almost disappeared

4 recognizing reference words

- You could do **exercise 4a** as a race in teams as it is relatively simple.
- For **exercise 4b**, ask students to call out the first word or phrase in the text which refers to Silbo without repeating *Silbo* (there are none in the first paragraph). Keep students in the same pairs as for **exercise 3** and tell them to work on two paragraphs each, i.e. As can do paragraphs 2 and 3 and Bs do 4 and 5. Ask them to work through the extract, underlining all the words that refer to Silbo, including pronouns, e.g. *it*. An alternative (or a way to check answers) is to read the text out to the class and tell them to shout 'stop' every time they hear a reference to Silbo.

guidance notes
This task raises students' awareness of lexical cohesion and referencing in the text, e.g. the repetition of *Silbo* helps readers follow the main theme through but also the use of a range of words to refer to *Silbo* adds variety and interest.

answer key
4a para 2: line 3; **para 3:** line 1, line 3 (*Silbo-like whistling*), line 5; **para 4:** line 1; **para 5:** line 3
4b para 2: *Gomeran whistling language, the Gomeran whistle*; **para 3:** *it* (line 2); **para 4:** *It* (line 4); **para 5:** *the language* (line 1 and line 5); *it* (x 3 in line 5, 6, 7)
There are nine references to *Silbo* which don't repeat the word *Silbo*. There are fifteen references to the language in total.

5 responding to the text

- For **exercise 5a**, ask students to refer back to the extract to come up with reasons for and against trying to save Silbo (e.g. **for:** it's almost unique, culturally important, and useful; **against:** society has changed, need for Silbo replaced by telephones, better to study more relevant languages at school). Explain that they can use the ideas in the extract but to also come up with their own ideas if they can (e.g. comparisons with other threatened languages).
- Get some feedback from the class as a whole after **exercise 5b**, to find out if they can come to a general consensus on whether the language should be saved or not.

ideas plus
If you have students from a number of different countries or regions, ask them to prepare a very short presentation on their language, or on a minority, threatened, or extinct language from their country. They should think of (or research) four or five facts about the language to present to their group or class. Encourage the listeners to ask questions and to note down any useful vocabulary.

how to ... make a text more interesting

1 generating ideas

Work in pairs or small groups. Describe the teacher you liked best at school, and say why you liked him/her.

2 increasing range

a Read **texts A** and **B**. Which one is more interesting? Why?

b Sentences 1–9 and a–i have the same meaning but sentences a–i use a greater range of words and phrases. Complete a–i by referring to **texts A** and **B**.

1 He was my teacher at primary school.	a I ___ him at primary school.
2 Most of my teachers were older.	b Most of my teachers were ___.
3 He was young.	c He was in his ___.
4 He was nice.	d He ___ to us.
5 I think teachers should ...	e ___ teachers should ...
6 He liked basketball.	f He was ___ basketball.
7 We did some good art activities.	g I ___ some ___ art activities.
8 ... which was good.	h ... which was ___.
9 I'm a musician because of him.	i I ___ a musician ___ him.

3 improving a text

tip

You can make a text more interesting to read by:
1 using a range of words and phrases to express ideas. Don't repeat adjectives such as *good* and *nice*, or verbs such as *was/were* or *liked*.
2 giving as much detail as you can. Answer questions: *who? why? what was it like?* about your text.
3 giving examples where possible.

Compare **texts A** and **B**. Find two examples of **tips** 1–3 in **text B**.

4 giving details and examples

a Use ideas from the box on the left to make the text below more interesting. You will need to add words to connect the ideas.

told good stories
worked hard for her
about 55
became more confident
funny
did badly in other subjects
modern languages teacher
wild, black hair

> The teacher I liked best was Mrs Gill. She was very small. She taught me Italian at secondary school. She made it interesting. She gave me good marks in Italian. I started doing better at school. I studied Italian and French at university.

b Compare your paragraph with a partner's. Is it the same or different?

Writing task

a Write an article about the teacher you described in **exercise 1** for your class magazine or for display on the classroom walls.

b Read other people's articles. Which teacher sounds the most interesting? Why?

A

The teacher I liked best

Ian Trevellian was my teacher at primary school. Most of my teachers were older and boring but he was young and nice. He was the first teacher I liked.

I think teachers should introduce us to things outside school and he did that. He liked basketball and we played with someone in the local team. We did some good art and music. He even helped us to play in a band, which was good. That's when I started playing instruments, so maybe I'm a musician now because of him.



B

The teacher I liked best

I first met Ian Trevellian at primary school. Most of my teachers were middle-aged and quite boring, but he was in his mid-20s and enjoyed talking to us. This was my first experience of a fun, interesting teacher.

In my opinion, teachers should introduce us to new ideas about the world outside school and the arts, and he certainly did this. For instance, he was really interested in basketball and arranged for the captain of the local basketball team to come and train us. I've still got his autograph! I remember doing some great art activities (we painted aboriginal pictures, and made pots and sculptures) and his music lessons were fun. He even helped us form our own pop band, which was really exciting. That's when I started playing the guitar and drums, so maybe I became a musician thanks to him.

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to extend the range of expression in descriptive writing **time** 50–60 mins
writing task a short article about the teacher students liked best at school

1 generating ideas

- For **exercise 1**, give students a few minutes alone to think of a previous teacher and to come up with the reasons why they liked him / her. Then put them in pairs or, preferably, small groups, to talk together. If anyone has had difficulty remembering a teacher they liked, they can listen to other people and perhaps this will jog their memory.

guidance notes
Students will have more to say if you give them some thinking time before they start speaking in groups. Encourage them to make notes about the teacher if they want to, and let them know that this will be useful later when they plan their writing.

2 increasing range

- Don't prompt students too much with **exercise 2a**, but see what they come up with. It is good enough at this stage if they recognize that the longer text is more interesting because it gives more information.
- For **exercise 2b**, students can work alone or in pairs, but make sure they have a chance to compare their answers before you check as a class. In feedback, ask the class what the difference is between the two sets of sentences (i.e. the second set include more detail and use a range of words and phrases). This will highlight the aims of the lesson and will emphasize that there is nothing wrong with the first set of sentences; they are simply 'improving' them.

guidance notes
If students are sceptical about the value of improving something which is 'correct', or can't see good reasons for extending their range of expression, you can point out that:
- a very basic text which uses only a small number of words and phrases repeatedly can be boring for the reader.
- 'range' is a standard criteria examiners use when marking written work.

answer key
b **a** first met, **b** middle-aged, **c** mid-20s, **d** enjoyed talking, **e** In my opinion, **f** really interested in, **g** remember doing; great, **h** really exciting, **i** became; thanks to

3 improving a text

- Before doing **exercise 3**, tell students to read through the **tip** box: it focuses on three ways students can improve their writing and extend their range of expression. There are many more, of course, but this gives students an achievable set of guidelines at this level to use when they are writing.

  Alternatively, if you feel your class handled **exercise 2** easily, you could elicit ways of making a text more interesting before they read the **tip** to check their ideas.
- Give students a time limit for this noticing task in **exercise 3**, then go through the examples they have found as a class. Point out that many of the examples are focused on in **exercise 2b**.

answer key
possible answers:
1 *older > middle-aged; young > mid-20s; same good art > great art activities; which was good > which was really exciting. He was my teacher > I first met him at ...; He was nice > He enjoyed talking to us; I think > In my opinion; He liked ... > He was really interested in ...; We did > I remember doing; I'm a musician because of him > I became a musician thanks to him.*
2 *middle-aged and quite boring; the captain ... train us; I've still got his autograph; his music lessons were fun; form our own pop band; playing the guitar and drums.*
3 *For instance, he was really interested in basketball and ... train us; we painted aboriginal pictures, and made pots and sculptures; playing the guitar and drums.*

4 giving details and examples

- For **exercise 4a**, tell students to discuss improvements with a partner before writing their paragraphs. This task gives controlled practice in adding more information and details to a text. The sentences in the text are short and basic, so students will have to add linking words to join the ideas together (see **unit 4**). Encourage students to be creative with the ideas.
- For **exercise 4b**, find a pair of students whose finished texts were very different. Ask them to read out each other's texts.

answer key
possible answer:
The teacher I liked best was Mrs Gill. She was very small with wild, black hair and she was about fifty-five years old. She taught me Italian at secondary school. She made it interesting because she told good stories and she was very funny. I did badly in other subjects, but I worked hard for her and she gave me good marks in Italian. Thanks to her I became more confident and started doing better at school. I studied Italian and French at university and later I became a modern languages teacher.

writing task Tell students to go back to their ideas in **exercise 1** and add as much detail as they can. While they are planning their writing, walk round and help them with vocabulary or with reformulating their ideas. Let the students know that they are going to read each other's articles and respond to them, so that they are writing for a real 'audience'. In class feedback, find out whose teacher sounds the most interesting.

six reading

1 raising interest

Read this fact file about tornadoes from a weather website. Find two facts about tornadoes.

A TORNADO is a violent storm with a very strong wind that blows in a circle. The wind forms a column between a cloud and the surface of the earth. Tornadoes can have wind speeds of between 300 and 500 kilometres per hour. The United States has the highest number of tornadoes worldwide, with about 1,000 every year.

2 predicting

Work in pairs. Discuss how to complete the sentences but don't write anything. Use the glossary for new words.

What do you really know about tornadoes?

1 It is *not always possible/always possible* to see a tornado coming towards you.
2 Houses *can/cannot* explode due to changes in air pressure.
3 A tornado will probably do *more/less* damage to your house if you open the windows.
4 It is *possible/impossible* for a tornado to cross water.
5 A hill *will/will not* protect you from a tornado.

Safety in the event of a tornado

If you are inside

1 You need up-to-date information, so it is important to have a ______.
2 You should go to the ______ of your house, if you have one.
3 You should use a ______ or blanket to protect your head and eyes from sharp objects.

If you are outside

4 If possible, find a safe place inside that doesn't have ______ .
5 If this is not possible, try to find a ______ to lie down in.

3 reading for details

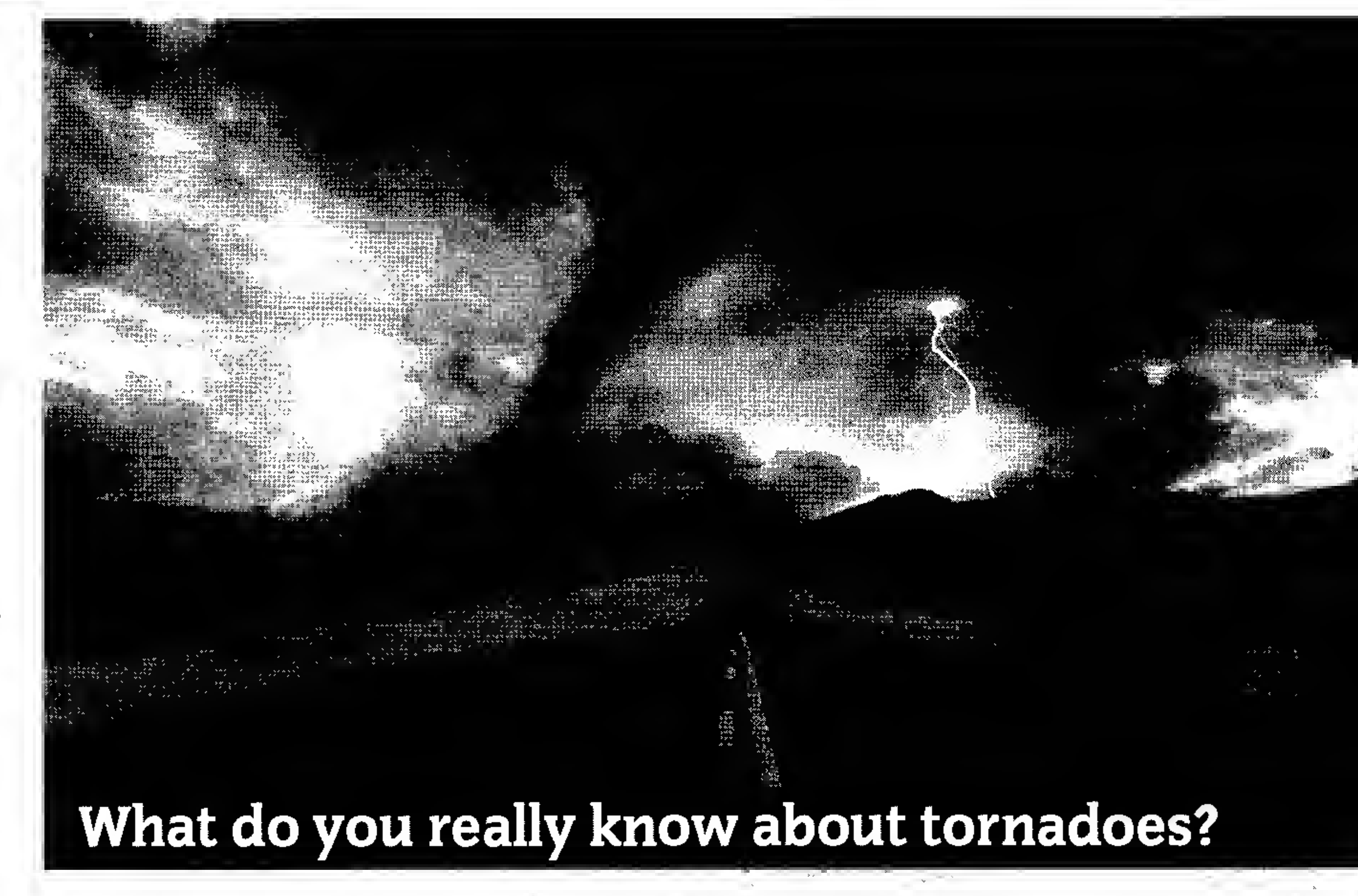
a Work in pairs. Student A read *What do you really know about tornadoes?* and Student B read *Safety in the event of a tornado*.

b Talk to your partner about your text and complete both parts of the table together.

4 responding to the text

a Find two things in the text which you didn't know before.

b Compare with a partner or group. Did you find anything surprising?



What do you really know about tornadoes?

- TORNADOES CAN ALWAYS BE SEEN FROM A GREAT DISTANCE.
  False! They can be hidden in heavy rainfall.
- TORNADOES CAUSE HOUSES TO **EXPLODE** FROM CHANGES IN **AIR PRESSURE**.
  False! Homes are **damaged** by strong winds, not changes in air pressure.
- BY OPENING THE WINDOWS, YOU CAN BALANCE THE PRESSURE INSIDE AND OUTSIDE YOUR HOME SO A TORNADO WILL NOT DO DAMAGE.
  False! A tornado can damage your home whether the windows are open or not. You should not open the windows when a tornado is approaching – this could actually make the situation worse.
- TORNADOES CANNOT CROSS WATER.
  False! There is a type of tornado that forms on water and tornadoes that form on land can cross rivers and lakes. Tornadoes can also travel up and down **hills**. Therefore, a belief that your location is **protected** by a river or hill could prove to be dangerous.

Safety in the event of a tornado

You may have very little time to prepare. Listen very carefully to all information and move quickly!

IN A HOUSE

- Make sure you have a radio for information.
- Go to the lowest level of your home (**basement** if possible). If there is no basement, go to a small room away from **exterior** walls. Keep away from all windows.
- Cover your head and eyes with a blanket or jacket to protect against flying objects or broken glass.
- Keep your pet tied up and close to you.
- Do not go out until you are told it is safe.

OUTSIDE

- Try to get inside and look for a small protected space with no windows.
- Do not enter buildings with large roof areas such as school gymnasiums or shopping malls.
- If you cannot get inside, lie flat in a low area and cover your head and neck with your arms or a piece of clothing.

glossary

explode ɪk'spləʊd to burst with a loud noise, e.g. a bomb explodes
air pressure the force of air
damaged 'dæmɪdʒd broken or partly broken
hills high areas of land (not as high as mountains)
protected made safe (from danger)
basement a room in a house below ground level
exterior (adj) ɪk'stɪəriə connected to the outside

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme the truth about tornadoes **time** 40–50 mins

1 raising interest

- Before students read the fact file about tornadoes, focus them on the picture and ask some questions to see what they know, e.g. *Which country has the most tornadoes?* or *How fast does the wind blow in a tornado?*
- Then tell the students to read the fact file and feed back as a class.

guidance notes

The texts are taken from a US website (weather.com) which provides readers with a range of general and topical information and advice about current weather and weather conditions. The picture should help to give students a way in to the topic and help them understand the information in the fact file. This introduction prepares students for the texts that follow.

answer key

possible answers: any of the facts from the fact file

2 predicting

- For **exercise 2**, put students in pairs to talk about the information and advice in the table. Direct their attention to the **glossary** but tell them not to read the two texts at this stage.
- Encourage students to guess answers they are unsure about, but tell them not to complete the table yet (they could make notes on a separate piece of paper if they wish). What is important here is that they understand the sentences and generate some ideas for the answers.

guidance notes

This task combines two functions: it gives students the opportunity to activate their own ideas and knowledge about the topic and to predict the answers. This will help them when they read their text and should also motivate them to read.

3 reading for details

- For **exercise 3a**, keep students in the same pairs, but ask As to read the first text and Bs to read the second text.
- Alternatively, if you feel your students need more support with the texts and this task, let pairs read the same text (i.e. two As read *What do you really know about tornadoes?* and two Bs read *Safety in the event of a tornado*). They can then look at their part of the table together and discuss the answers, referring back to their text. Then change the grouping to A / B pairs, and let them do **exercise 3b**.
- For **exercise 3b**, tell them to go back to the table together, and to help each other to complete the part that corresponds to the text they have read. Encourage them to explain anything that is not clear to their partner, and to give more information if they can.

guidance notes

The two texts share the same topic and style but the first text is largely giving information about tornadoes and the second text is giving advice. This task is organized as a jigsaw reading, where half the class read one text and the other half read another. This allows students to focus on one text in greater detail, and to attempt to process the information in order to explain it, where necessary, to their partner.

answer key

***What do you really know about tornadoes?*:** **1** not always possible, **2** cannot, **3** more, **4** possible, **5** will not

Safety in the event of a tornado: **1** radio, **2** basement, **3** jacket, **4** windows, **5** low area

ideas plus

Write *giving information* and *giving advice* on the board in two columns and ask the class to give an example of each from the texts, e.g. *Homes are damaged by strong winds* (information). *If there is no basement, go to a small room away from exterior walls* (advice). Tell learners to continue in pairs, or continue as a class, writing the sentences on the board.

4 responding to the text

- Give students a minute or two to focus on two things which were new to them. Then let them compare with a partner or you could talk about this as a class. Find out if there was anything they found surprising in the texts.

ideas plus

The website weather.com is a useful reading resource which you could exploit further if your students have access to the Internet. For instance, students could find out about another weather phenomenon on the site (it includes flooding, hurricanes, heat waves and droughts, among others). They could do this for personal interest, further reading practice and vocabulary extension, or you could ask them to report back on different topics.

how to ... improve punctuation

1 generating ideas

a A classmate or English-speaking friend is going to visit you in your country. What can you tell them about your area and the weather?

b Read Yoshi's letter to Mark. What does he tell Mark to bring with him to Japan?

Dear Mark

Thank you for your letter. I'm very happy to hear that you're planning to come to Japan.

There are some nice places to visit around my hometown. There's a beautiful lake called 'Towada-ko'. This is Japan's deepest and prettiest lake, and there are beautiful forests all around it. Perhaps we can go camping together. It's sometimes cool in the evenings here because we're in the northern part of Japan, so don't forget to bring a jacket, warm clothes, and some good shoes!

I'm very much looking forward to seeing you. Enjoy your flight.

From your good friend,

Yoshi

2 identifying punctuation

a Work with a partner and find examples of punctuation marks (1–4) in the letter.

1 A comma	a shows the end of a sentence.
2 An apostrophe	b shows a proper noun, e.g. a name, a place, or a special event, e.g. the World Cup.
3 A full stop	c shows the beginning of a sentence.
4 A capital letter	d shows possession, i.e. belonging to sb or sth.
	e separates a list of adjectives or nouns.
	f shows that letters are missing.
	g joins two sentences into one. It is often followed by words like *and*, *but*, and *so*.

b Match the punctuation marks (1–4) with their uses (a–g).

c Find an example of each of the uses (a–g) in the letter.

3 using punctuation

a Correct these sentences using capital letters, full stops and commas.

1 i am on holiday from monday june 1st to thursday june 4th
2 samantha is going to work in italy for a month she is very lucky
3 i would love to visit maria in barcelona but I haven't got any holiday left
4 in january the weather in britain is often cold cloudy and wet
5 i went to sydney for the olympic games in august 2000 it was the best experience of my life

b Add apostrophes to these sentences where necessary.

1 Mount Fujis Japans highest mountain.
2 Its going to be lovely and sunny for the next few days.
3 Janes business trip around Europe starts in one weeks time.
4 Brightons a lively city on Englands south coast. Its original name was Brighthelmstone.

4 checking punctuation

Read this extract from a letter about a visit to Poland. Find 14 punctuation mistakes and correct them.

I have some advice, for you about your trip. the weather in polands often wet but from sunday its going to be hot, and sunny Dont bring a coat. but remember to bring your credit card and go shopping here, everythings cheaper here than it is in england.

Writing task

a Write a letter to a classmate or English-speaking friend who is planning to visit your country.
b Exchange letters with a partner and check each other's punctuation.
c 'Send' your letter to a classmate.

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to develop use of commas, full stops, capital letters, and apostrophes **time** 50–60 mins
writing task an informal letter to a friend who is planning to visit the student's country

1 generating ideas

- For **exercise 1a**, if students are studying in their own country, tell them to imagine an English-speaking friend is going to visit them. You could then brainstorm ideas as a class. If you have students from different areas and / or countries, tell them someone from the class will visit them in their home country. Tell students to think of some ideas alone before discussing in pairs or small groups.
- For **exercise 1b**, ask students to read Yoshi's letter alone before checking in pairs.

guidance notes
These exercises should raise interest in the topic as well as generating ideas for students' own letters in the **writing task** later. The model text is adapted from a letter written by a Japanese student for a First Certificate question.

answer key
b a jacket, warm clothes, and some good shoes

2 identifying punctuation

- For **exercise 2a**, tell students to circle or underline the punctuation marks in the letter, or follow the alternative procedure in **ideas plus**. Some of this will be revision, but this stage will serve to clarify and reinforce students' ideas about the correct uses of these punctuation marks.
- Put students into pairs for **exercise 2b**, and check their answers before they look for examples of each of the uses in the letter in **exercise 2c**.

ideas plus
If you have an overhead projector, display the letter on an OHT. Run your finger along the lines and tell the class to call *stop* every time you come to a comma. Do the same with the apostrophes, full stops and capital letters.

answer key
b **1** e and g, **2** d and f, **3** a, **4** b and c
c **possible answers**
a … letter.; **b** Mark, Japan, Towada-ko, Yoshi; **c** Thank you …; **d** Japan's; **e** a jacket, warm clothes; **f** I'm, you're, There's, It's, we're, don't; **g** … lake, and there are …; … Japan, so don't forget …

3 using punctuation

- For **exercise 3a**, tell students to circle the capital letters and add the commas and full stops in another colour. They should do this alone before comparing their answers with a partner. You can raise the level of challenge using the idea below.
- An alternative procedure for **exercise 3a** is to dictate the sentences to the class and to tell students to punctuate their sentences. This gives students more to think about (e.g. spelling) but students should be able to pick up clues about the position of punctuation marks from your intonation and pausing. This activity demonstrates the connection between pronunciation and punctuation.
- For **exercise 3b**, students can work alone then compare, or work with a partner.

answer key
a **1** I am on holiday from Monday June 1st to Thursday June 4th.
2 Samantha is going to work in Italy for a month. She is very lucky.
3 I would love to visit Maria in Barcelona(,) but I haven't got any holiday left.
4 In January the weather in Britain is often cold, cloudy(,) and wet.
5 I went to Sydney for the Olympic Games in August 2000. It was the best experience of my life.
b **1** Mount Fuji's Japan's highest mountain.
2 It's going to be lovely and sunny for the next few days.
3 Jane's business trip around Europe starts in one week's time.
4 Brighton's a lively city on England's south coast. Its original name was Brighthelmstone.

4 checking punctuation

- This task should raise students' awareness of some common punctuation mistakes and gives controlled practice of punctuating a text at paragraph level. It also provides a second model for the **writing task**. You could do this as a race with students working in pairs to find the fourteen mistakes first. You could either check it by showing it on an OHT and asking students to call out corrections as you run a finger along the lines, or you could stick an enlarged photocopy on the board and ask one or more students to come to the board and correct one sentence at a time. The rest of the class should check their punctuation.

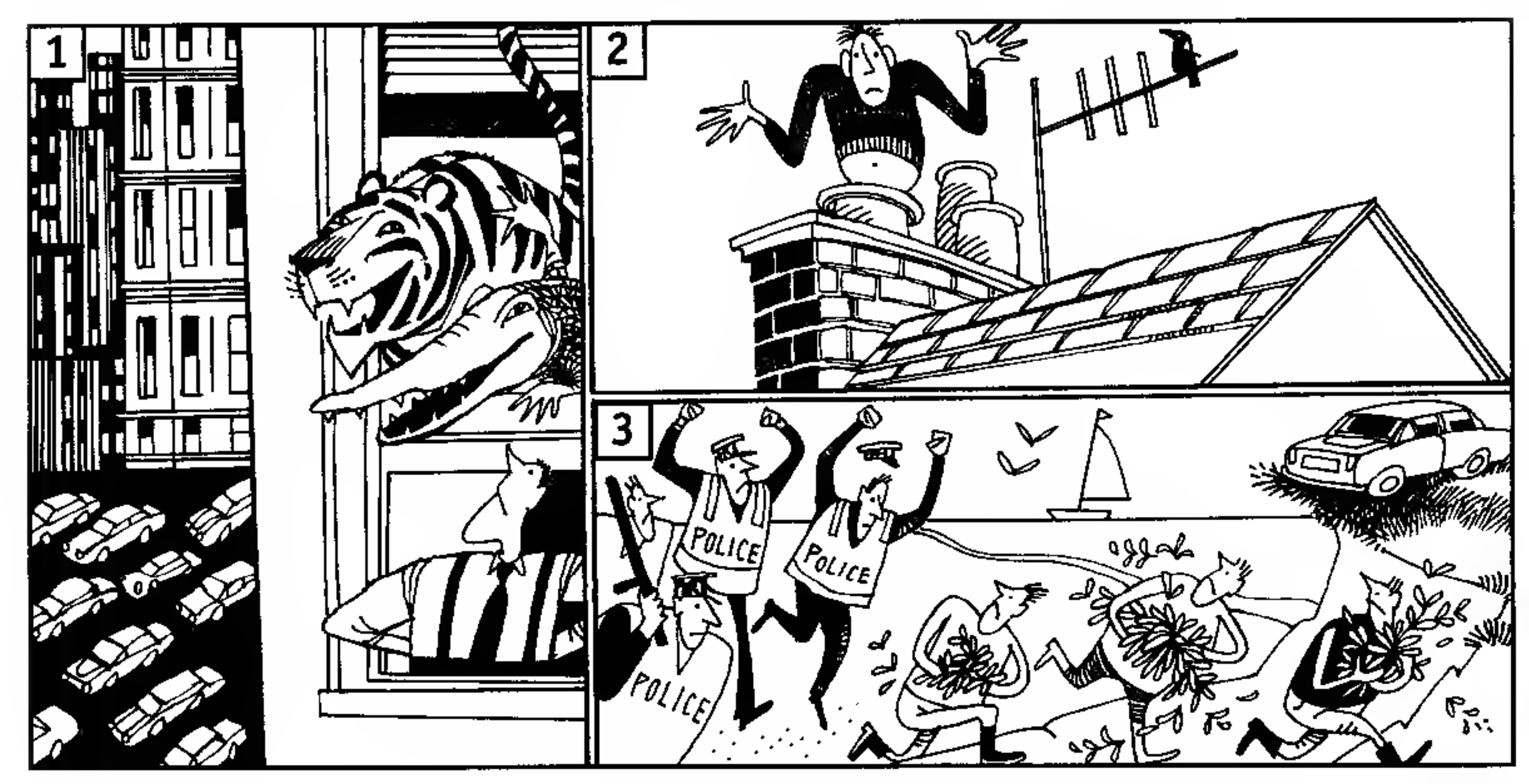
answer key
I have some advice for you about your trip. The weather in Poland's often wet(,) but from Sunday it's going to be hot and sunny. Don't bring a coat, but remember to bring your credit card and go shopping here. Everything's cheaper here than it is in England.

writing task Give students time to decide who they are going to write to and to plan their letters. Remind them to include their ideas from **exercise 1a** and to be aware of their punctuation. For **exercise b**, tell them to use a pencil to make any changes to their partner's letter. They can then discuss the changes together and ask you for help if there are any disagreements. For **exercise c**, if students are studying in their own country, tell them to read another student's letter and compare the information and advice they have given about their area or country.

1 activating topic vocabulary

a Look at these cartoons for three newspaper stories. What is the connection between the stories?

- making a mistake
- breaking the law
- saving something



b Work in A / B pairs. Check the meaning of your words. Explain your words to your partner.

A to arrest sb	B a complaint
to handcuff sb	to charge sb (with a crime)
a burglar	to break into (a house)

2 reading for gist

Read the stories **A–C** quickly and match them to the cartoons.

3 reading for details

Complete the reports about the three stories. Choose no more than two words from the stories for each space.

POLICE STATION

Action: Officers (1) ______________ three men for (2) ______________ and kept them at the police station for (3) ______________ for questioning.

Result: The men were not charged, but a (4) ______________ was made about the officers.

Fire Service

EVENT: A 28-year-old man of (5) ______________ was trapped in a pub (6) ______________ early this morning. He was discovered by a local (7) ______________.

ACTION: He was rescued by (8) ______________ fire engines.

ANIMAL HOME

Event: One tiger and one alligator were rescued from the New York (9) ______________ of Antoine Yates, after (10) ______________ contacted the (11) ______________.

Action: There are plans to transport the animals to (12) ______________, when there is space in the local (13) ______________.

A

A RARE SPECIES Three men were arrested, handcuffed and held for several hours in the police station – for stealing **seaweed** from a public beach. Two police cars and a police motorcyclist followed the men, who have not been named, for three miles from the beach at Eastbourne, in England. The three men, who were not charged, have made a complaint about the officers. Eastbourne Council defended the police, saying the seaweed was 'sea kale', a **rare species** that needs protection.



seaweed a plant that grows in or by the sea
rare not seen very often
species a type of plant or animal

B

Bungling burglar

A burglar became **trapped** in a chimney for seven hours while trying to break into a pub, a court heard yesterday. David Gardner, 28, 1.8 metres tall and of average build, had managed to climb down the chimney when he got **stuck**. Thomas Wrightson, a delivery man, arrived to deliver vegetables to the pub at 6.10 a.m. and heard Gardner's calls. Gardner shouted that he had become stuck while trying to **rescue** a cat shortly after midnight. Four fire engines were sent to free him.



bungling not very good or successful
trapped / stuck not able to move
rescue (v) save from a difficult situation

C

Wild flatmates

New York has been described as a **concrete jungle**, but one **resident** really believed he was in the jungle, as police were called in to remove a tiger and an alligator from his apartment in the 20-storey building. After a phone call from neighbours, police yesterday found the wild animals in the apartment of 31-year-old Antoine Yates. Yates was not in when police **abseiled** down the side of the building in order to enter the apartment.

The animals, who were moved to a New York animal home, will eventually be sent to a zoo in Ohio.



concrete jungle an area of many large modern buildings with no green spaces
resident (n) a person who lives in a place
abseiled climbed down attached to a rope

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme unusual crimes

time 30–40 mins

1 activating topic vocabulary

- For **exercise 1a**, ask students to look at the three cartoons and to choose the correct option (breaking the law). This will give students the topic for the vocabulary and the texts.
- For **exercise 1b**, make sure students have good monolingual dictionaries. Choose a new crime word, e.g. *verdict* and ask students to look it up. Ask them for the pronunciation, the part of speech, a definition and an example sentence and write it up on the board.
- Encourage students to look up their three words, even if they are familiar with some of them. Tell them to check pronunciation, check that they are looking at the correct part of speech, e.g. verb or noun, and to read the definitions and example sentences for the words. They will then be better prepared to explain the words to their partner.

guidance notes

The newspaper stories, taken from popular daily newspapers, contain a number of crime words, some of which may well be familiar to students. By activating this target vocabulary at the beginning of the lesson, you will be introducing the topic and making the texts and exercises much more accessible to students.

This exercise gives students practice in using dictionaries in order to help them read a challenging text. If this is not something they are used to doing, give them as much support as possible in interpreting the dictionary information (e.g. by doing the example suggested with the class first). Remind students to keep a record of new words and phrases by topic (in this case, crime) in the vocabulary diary on *p.62* and / or in their notebooks.

answer key

b A **to arrest sb** /ə'rest/ *verb* when the police arrest sb, they take him or her prisoner in order to question him or her about a crime

to handcuff sb *used as a verb here, although it is more common as a noun* to put a prisoner's wrists in a pair of metal rings, which are joined together by a chain

a burglar /'bɜːglə/ *noun* a person who enters a building without permission in order to steal: *The burglars broke in by smashing a window.*

B **a complaint** /kəm'pleɪnt/ *noun* (make) a complaint (about sth); a statement that you are not happy / satisfied with sth: *You should make a complaint to the company that made the machine.*

to charge sb (with a crime) /tʃɑːdʒ/ *verb* to accuse sb officially of doing sth which is against the law: *Six men have been charged with robbery.*

to break into (a house) *verb* to enter a place that is closed: *Thieves broke into his car and stole his radio.*

2 reading for gist

- For **exercise 2**, give students a time limit to read and match the pictures and stories. Two minutes should be sufficient. Students may want to take more time over reading each story and understanding all the vocabulary, but encourage them to read for gist at this stage, while letting them know they will have more time to read again later. If necessary, explain that reading quickly for the main point or points of a text is a very useful reading skill.

answer key

1 C, **2** B, **3** A

3 reading for details

- This exercise focuses students on some of the details of the stories and further activates some of the new vocabulary from **exercise 1**. The reports also act as a summary of each story, which will be very helpful if students do the retelling activity in **ideas plus**.
- Students could do this alone before checking their ideas with a partner. Point out that they should not use more than two words in any gap and that the words must be in the stories.

answer key

1 arrested, **2** stealing seaweed, **3** several hours, **4** complaint, **5** average build, **6** chimney, **7** delivery man, **8** four, **9** apartment, **10** neighbours, **11** police, **12** Ohio, **13** zoo

ideas plus

Put students into A / B pairs and tell them to role play a police officer and one of the criminals. Give them time to prepare questions, e.g. *Why did you steal seaweed?* or for the burglar, *Why didn't you break in through a window?* Encourage the 'criminals' to give imaginative answers.

Alternatively, you could ask students to prepare retelling these stories as brief items on the TV or radio news. Put students into pairs or small groups and ask each group to choose one of the stories. Tell them to imagine they are news presenters, and to practise telling their story as the final, amusing item on the news. They can prepare cue cards or brief notes but encourage them to look up when they are talking. Help them as they work on their stories, and particularly monitor for pronunciation. It would be motivating to record their news items on tape or video if possible.

how to ... correct and edit your work

1 generating ideas

Look at this exam task:

- Your English teacher has asked you to write a story.
- Your story must have the following title: *The most important day of my life.*

a Decide which day to write about. Discuss your ideas with a partner.

b Read one student's answer to the exam task. Did you choose a similar day?

The most important day of my life

The most important day of my life were the day I went first to university, which was a beatiful modern technology School in my home town. the reason why was important is that in my country not everyone who a student can goes to university. In the year when I go to university, about four in ten student got in. You can imagine how happy I am. Of course needed I to pass my exams which every student must took and I do my best to get marks high. Now I am still remembering that day, when I weared my best cloth and felt excited about my future.

2 checking for mistakes

tip

Always remember to check your writing when you have finished. Make sure you have answered the question. Then use this checklist to correct your work.

5-point checklist

1 **check** your verb tenses (simple or continuous? present or past?)
2 **check** your verb forms (singular or plural? regular or irregular?)
3 **check** word order (subject, verb, and object? position of adjectives? position of adverbs?)
4 **check** punctuation (the beginning and end of sentences? commas and apostrophes?)
5 **check** your spelling (Are there words you often spell wrong? If you are not sure, use a dictionary.)

a Use the *5-point checklist* to find and correct 20 mistakes in the above story. There are two mistakes in each line.

b Compare your corrected text with your partner's. Discuss any differences and change your corrections if necessary.

3 correcting frequent mistakes

a Put the words in the correct order.

1 brother / last / married / month / my / got / .
2 sister-in-law / dress / my / pretty / a / wore / .
3 always / am / late / everything / I / for / .
4 weekend / usually / I / late / at / get / the / up / .
5 seven / morning / up / I / the / got / in / at / o'clock / .
6 sunny / was / beautiful / it / day / a / really / .

b Read the text below. Find 15 mistakes with verb forms, spelling and punctuation, and correct them.

The most important day of my life, is when I meet my boyfriend. It was my best friends birthday party He was talked to my friend. But when he sees me he stoped. Im never shy but I fell shy then. That is five years ago. Now, were married with two childrens.

Writing task

a Write your answer to the exam question in **exercise 1**. Write about 100 words.

b Remember to check your writing.

c Walk round and read other people's stories. Has anyone written about a similar experience to you?

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aims to give guidelines and practice in correcting and editing written work
writing task a story about an important day
time 50–60 mins

1 generating ideas

- For **exercise 1a**, give students a few minutes to think of an important day before they discuss their ideas with a partner or small group. In feedback for **exercise 1b**, ask individual students what day they chose and find out if anyone chose a similar day to the student who wrote the story.

guidance notes
This task appeared in a PET past exam paper, and the text is one student's answer (slightly adapted), which received a pass grade. This is an ambitious answer but flawed by a number of mistakes. The mistakes do not affect understanding of the text as a whole, but they do require the reader to make some effort at times.

2 checking for mistakes

- See how much of the information in the **tip** box you can elicit from the class by asking them what they do when they finish a piece of writing, particularly in an exam situation. If they say they check their work or read it through, ask them what kind of mistakes they look for and build up a list on the board.
- Tell students to read the **tip** and compare their ideas with the *5-point checklist*. They can then do **exercise 2a** either alone or in pairs. For **exercise 2b**, they should compare their corrected texts with a new partner.
- In feedback, ask students how many mistakes out of twenty they found. Either display the text on an OHT and ask students to call out mistakes, or put an enlarged photocopy on the board and ask students to come to the board and correct the text with the help of the class.

guidance notes
The guidelines on correcting and editing written work are given here in an exam context but it is important to emphasize to students that all written work should be read through and checked for mistakes before being read by someone else. Encourage students to copy this checklist into their notebooks and to use it every time they do a writing task in class.

answer key
The most important day of my life was the day I first went to university, which was a beautiful modern technology school in my home town. The reason why it was important is that in my country not everyone who is a student can go to university. In the year when I went to university about four in ten students got in. You can imagine how happy I was. Of course I needed to pass my exams which every student must take (or *had to take*) and I did my best to get high marks. Now I still remember that day, when I wore my best clothes and felt excited about my future.

3 correcting frequent mistakes

- Put students in pairs and do **exercise 3a** as a race if you want to increase the challenge. In feedback, find out if students have put the time markers in different places. If so, point out that these phrases can go at the beginning or end of sentences, depending on the context (see **answer key**).
- It is a good idea for students to do **exercise 3b** alone (especially if they corrected the story in **exercise 2** in pairs). Get feedback on how many mistakes students found when working alone, then let them compare with a partner. You could check this orally or in the same way as **exercise 2a**.

answer key

a
1 My brother got married last month. *or* Last month, my ...
2 My sister-in-law wore a pretty dress.
3 I am always late for everything.
4 I usually get up late at the weekend. *or* At the weekend, I ...
5 I got up at seven o'clock in the morning.
6 It was a really beautiful sunny day. *or* It really was a beautiful sunny day.

b The most important day of my life was when I met my boyfriend. It was my best friend's birthday party. He was talking to my friend, but when he saw me he stopped. I'm never shy but I felt shy then. That was five years ago. Now, we're married with two children.

writing task Remind students to plan their story before they begin writing. After writing, make sure students spend a few minutes reading through their texts and checking their work using the *5-point checklist*. When they are ready, put the stories up around the classroom walls and tell students to walk round and read and respond to each other's stories.

ideas plus
Give students as much practice as possible in finding and correcting errors in their own work. When students produce a piece of writing, select the most common errors from their texts and use them as the basis for a class activity, e.g. a sentence auction if you have time, or put the class into two teams and see which team can correct the most mistakes within a given time limit.

1 using background knowledge

a Look at the picture. What do you think a skydiver needs to have?

- a special parachute
- a fear of heights
- a love of risk
- a death wish
- a lot of money
- a lot of faith
- an instructor
- a person to pack equipment

b Read the title of the article. Can you think of some reasons why people skydive?

2 understanding the main points

a Read the article quickly. Were you right in **exercise 1a**?

b Underline the reasons the writer gives for skydiving. Are they the same or different from your reasons in **exercise 1b**?

3 reading for specific information

Read the statements about the text. Write TRUE (T), FALSE (F) or NOT STATED (NS) if there is no information.

1 ☐ It is important that skydivers only trust themselves.
2 ☐ Skydivers travel fastest about 10 seconds after jumping.
3 ☐ Experienced skydivers get to know their packers well.
4 ☐ Non-skydivers usually understand why people love the sport.
5 ☐ The writer believes that driving is more dangerous than skydiving.
6 ☐ The writer doesn't understand why people want to skydive.

4 understanding the writer's purpose

Why did the writer write this text? Choose the best option and give reasons for your answer.

a to give the reader information about skydiving
b to explain the risks of doing the sport
c to discuss the reasons why people do the sport
d to persuade the reader to do the sport

5 responding to the text

Discuss these questions in groups. Use the ideas in **exercises 1** and **2** to help you.

1 Have you ever been skydiving or done any other 'extreme' sport? If so, what?
2 If not, would you like to try skydiving? Why? / Why not?



What do you do that for?

People learn to jump for many reasons: because they are attracted to extreme sports, because they want to test themselves and, in many cases, because they want to **conquer** a fear of heights. Why people continue skydiving is a different question, but if they do continue, it often becomes an **obsession**.

Skydiving is a sport where trust is very important. Skydivers need to have **faith** in their instructors, faith in the equipment, and faith in those packing the parachutes. On their first jump, students are told that they will reach a top speed of 190 kilometres per hour about 10 seconds after leaving the plane. The only thing between you and the ground is a parachute of 18 to 28 square metres which was probably packed by someone you've never met.

But the parachute will open, you immediately trust the packers, and the fear decreases a little. And then you realize, too, that you have a lot in common with other skydivers.

All skydivers are asked the same questions by non-skydivers, 'What do you do that for?' You are often asked if you have a death wish. But the statistics show that skydiving is one of the safest sports in the world. In fact, driving to the jump is generally more dangerous than jumping out of a plane. Accidents are rare, but risk is something that skydivers accept, even welcome.

The question of why people skydive is, in the end, impossible to answer. The excitement, the close contact with other skydivers, the physical **sensation** of flying through the air are all important. But there is something else, too, something that separates the jumper from the **spectator**: non-skydivers can't believe anyone would jump out of an airplane. Skydivers can't believe people don't.

glossary

conquer to succeed in dealing with sth
obsession sth that sb thinks about too much
faith feɪθ trust, a belief in sth or sb
sensation sen'seɪʃn feeling
spectator a person who watches an event

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme the attractions of skydiving

time 40–50 mins

1 using background knowledge

- Focus students' attention on the picture of the skydiver and ask the class what they know about this 'extreme' sport. Write any relevant vocabulary that comes up on the board, e.g. *parachute, jump out of an aeroplane*, etc.
- For **exercise 1a**, focus students on the question and list of 'needs'. Ask pairs to work together on the vocabulary, thinking about what each point means, and using monolingual dictionaries to check words they are unsure about. Tell them to tick the things they think skydivers need.
- For **exercise 1b**, focus students on the question in the title, *What do you do that for?* Brainstorm reasons why people might skydive with the class, or if you prefer, students can discuss it in small groups first. It would be a good idea to make a list of the reasons they come up with on the board.

guidance notes

The article was part of a feature on skydiving in *The Observer Magazine*, a Sunday newspaper supplement. The article focuses, not so much on the facts of skydiving, but on the psychology of a skydiver (see **exercise 4**). In trying to come up with reasons why people skydive, students will be predicting the content of the article. This should make the text easier to read and understand.

2 understanding the main points

- For **exercise 2a**, give students a time limit of about three minutes to read. Let them scan the text quickly to check their ideas in **exercise 1a**.
- For **exercise 2b**, tell students there are six reasons given in the article (there are three reasons given for learning skydiving in the first paragraph, and three for continuing to skydive in the final paragraph). Let students compare their answers with a partner when they are ready.
- In feedback, it would be useful to divide the reasons into the two categories above, and / or to tick off the reasons which students came up with before reading (if you wrote these on the board).

guidance notes

In this section, you are asking students to scan the text quickly to look for the main points. By giving them a time limit, and explaining the focus before reading, you will be encouraging them to look for the most important information, but let them know they will get a chance to go back to the text for more details later.

answer key

a They do not need a 'special' parachute, a fear of heights, or a death wish (depending on your point of view). There is nothing about money in the text but students will probably agree that skydivers need a lot of money.

b People learn because they are naturally attracted to extreme sports, they wish to test themselves, they wish to conquer a fear of heights. People continue because of the excitement, the close contact with other skydivers, and the physical sensation of flying through the air (it often becomes an obsession).

3 reading for specific information

- Explain that students should read through the statements first with a partner, check for any problems with understanding, and discuss their ideas before going back to the text. Then ask students to check their ideas in the text. Make sure they understand what 'not stated' means.

answer key

3 **1** false (they have to trust their instructors, packers, and equipment); **2** true; **3** not stated (there is nothing in the text about experienced skydivers' relationships with packers); **4** false (*You are often asked if you have a death wish*); **5** true; **6** true (*impossible to answer*)

4 understanding the writer's purpose

- Ask students why the writer wrote this article. Tell them to read the four options and think about their answer before comparing ideas with a partner.
- If students choose the first option (a), point out in feedback that the second paragraph is the only one which offers the reader any real facts about the sport.

guidance notes

This task encourages students to stand back from the detail of the article and think, more globally, about the purpose of the text. In principle, the writer is exploring the question of why people do it (which ultimately, he / she cannot answer).

answer key

c (to discuss the reasons why people do the sport)

5 responding to the text

- Encourage students to focus their discussions on the list of needs in **exercise 1** and to give their response to the reasons they have underlined in the text, e.g. *I wouldn't try skydiving because I have a fear of heights.*
- To finish off, you could take a show of hands to see how many would skydive (and why) and how many wouldn't (and why not).

ideas plus

You could relate the 'structure' of this article to students' own experience, i.e. students think of something they like doing, whether it's a hobby or a sport, or even an interest like learning a language, and try to answer the question *What do you do that for?* Give them a framework to help them prepare, e.g. 1 describe the activity, 2 why they started, 3 why they continued or didn't continue. Then tell them to interview each other or walk round asking different people about their reasons for doing something. (If they used to do something but gave it up, they could talk about that.)

how to ... write a letter of enquiry

1 generating ideas

a Read about Westmore College. Choose one course for yourself and one for your partner and compare.

b Work in pairs. What do you need to know before booking a course? Write five questions.

example How much does a short course in sculpture cost?

c Read Ann's letter to Westmore College. Does she ask any of your questions?

2 organizing ideas

a Put the following sections of Ann's letter in the correct order.

- ☐ reason for writing
- ☐ finishing a letter
- ☐ request for information
- ☐ greeting
- ☐ request for a response
- ☐ request for something to be sent

b Underline the phrases in Ann's letter for the above functions.

3 asking for information politely

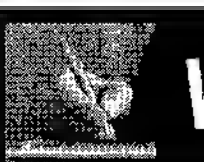
a How do these questions change when they begin with the polite phrases (underlined)? Find the differences between **a** and **b**.

1	**a** How much does a short course in sculpture cost?	**b** Please could you tell me how much a short course in sculpture costs?
2	**a** Are there courses every week in the summer?	**b** Please could you tell me if there are courses every week in the summer?
3	**a** What does the course cover?	**b** I would like to know what the course covers.
4	**a** Do all the rooms include a private bathroom?	**b** I would also like to know if all the rooms include a private bathroom.

tip Don't begin every question in a formal letter with a polite phrase, because it will sound unnatural. Look at the different questions in Ann's letter.

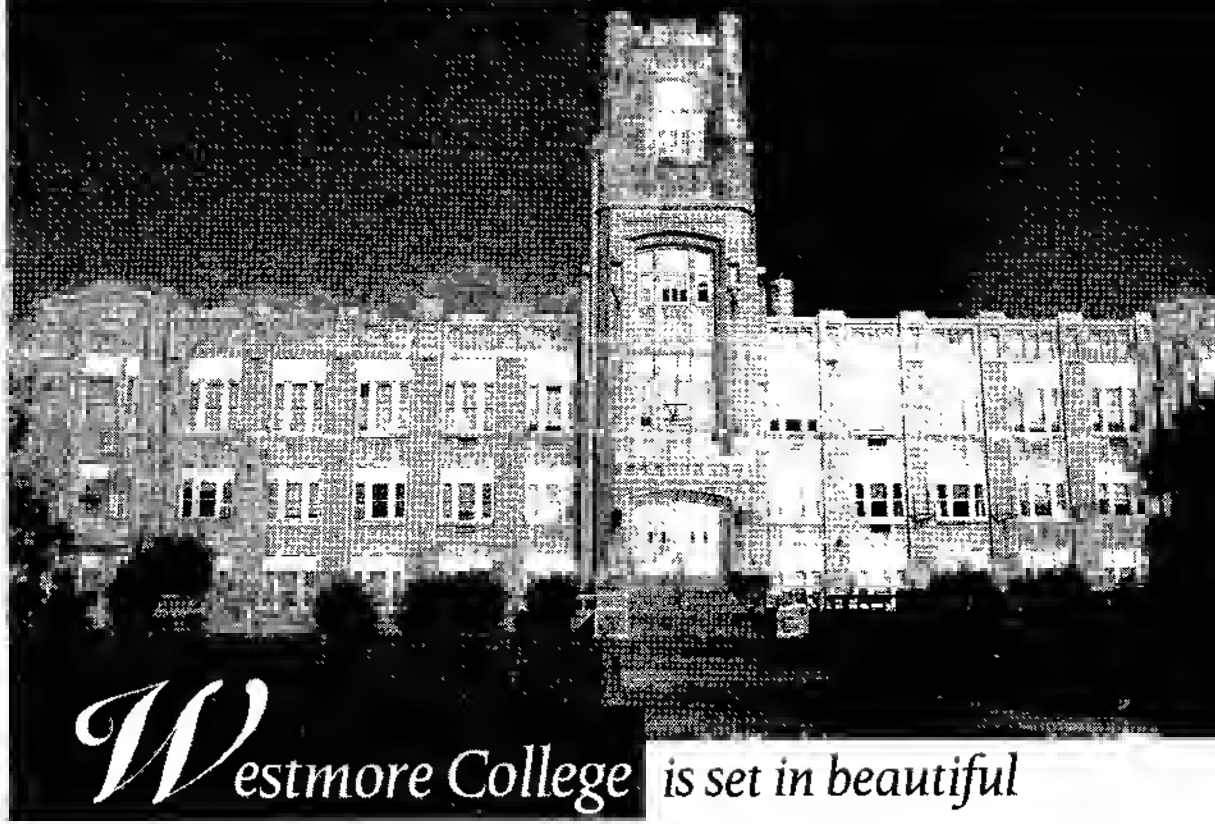
b Make these questions more polite.

1 When is your next film-making course?
2 What does the music course cover?
3 Is the gym open all the time?
4 Is it possible to hire equipment for the rock-climbing course?
5 Will I get a certificate for doing the computer-programming course?



Writing task

Write a letter to Westmore College asking for more information about a course. Ask your five questions in **exercise 1b**.



Westmore College is set in beautiful gardens and offers 52 comfortably furnished bedrooms in the main house. There is a licensed bar, a gym, two all-weather tennis courts, an ice rink and in the summer a heated outdoor swimming pool. If you are looking for the perfect present, consider purchasing Westmore College Gift Vouchers.

SHORT COURSES

- ○ art
- ○ computer programming & design
- ○ creative writing
- ○ film making
- ○ ice skating & ice hockey
- ○ metalworking
- ○ music
- ○ photography
- ○ rock climbing
- ○ sculpture
- ○ tennis

Dear Ms Bradford,

I am writing to enquire about one of your short courses.

Please could you tell me how much a short course in sculpture costs and if there are courses every week in the summer? I have not done any sculpture before. Is the course suitable for beginners? I would like to know what it covers. I would also like to know if all the rooms include a private bathroom. Are meals included in the cost of a course? I would be grateful if you could send me more information.

I look forward to hearing from you.

Yours sincerely,

Ann Macready

Ann Macready

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to develop use of appropriate language for a formal letter of enquiry **time** 50–60 mins
writing task a formal letter asking for information about a course

1 generating ideas

- For **exercise 1a** focus students' attention on the short paragraph about Westmore College and go through the list of courses to check understanding of the vocabulary.
- Brainstorm the kind of information you would need to know before booking a course, e.g. cost, dates and length of course, content, necessary equipment, etc. Then put students into pairs to write the five questions. They will need to refer back to these questions for the **writing task** at the end of the lesson.
- **Exercise 1c** familiarizes students with the model text and introduces them to the question forms.

guidance notes
Find out if anyone has done a short or part-time course (i.e. an extra-curricular course which was not part of their main studies) and if possible, tell them about any courses you have taken. Your class may not be familiar with the kind of extra-curricular short (residential) courses offered by Westmore College, so give as much support as you need to at this stage by talking about the topic.

2 organizing ideas

- **Exercise 2a** gives students a framework for organizing their own letters of enquiry in the **writing task**. They can use this as the basis for making their plan. Put students in pairs to order the different sections of Ann's letter.
- In **exercise 2b**, students can work in pairs to find examples of the functions, e.g. reason for writing: *I am writing to enquire about …*

answer key
2a + b 1 greeting (*Deor …*); **2** reason for writing (*I om writing to …*); **3** request for information (*Pleose could you tell me / I would (olso) like to know*); **4** request for something to be sent (*I would be groteful if you could send me …*); **5** request for a response (*I look forword to heoring from you.*); **6** finishing a letter (*Yours sincerely*)

3 asking for information politely

- The 'noticing' task in **exercise 3a** raises awareness of the use of indirect questions in a formal letter of enquiry. Ask students to circle the differences in the set of questions on the right, and then to compare with a partner. In feedback, ask students why *if* is used in questions 2 and 4 (because they are *yes / no* questions) and not in questions 1 and 3 (because they have questions words).
- Tell students to read the **tip** box and then to tell you how many direct and how many indirect questions (i.e. questions which begin with a polite phrase) there are in Ann's letter. Make sure students understand that it is not impolite to ask direct questions, but that to ask a list of direct questions in a formal letter would have a negative effect on the reader.
- For **exercise 3b**, let students work through the questions in pairs, then check as a class.

answer key
3a 1 … how much ~~does~~ a short course in sculpture cost + *s*?
2 … + if ~~are there~~ there are courses every week in the summer?
3 … what ~~does~~ the course cover + *s*. ~~?~~
4 … + if ~~do~~ all the rooms include a private bathroom. ~~?~~

3b Please could you tell me … ? / I'd also like to know ….
1 … when your next film-making course is
2 … what the music course covers
3 … if the gym is open all the time
4 … if it is possible to hire equipment for the rock-climbing course
5 … if I will get a certificate for doing the computer-programming course

writing task
Refer students back to their chosen courses in **exercise 1a** and their five questions in **exercise 1b**. Encourage them to use the framework in **exercise 2a** to plan and organize their letter. Also remind them to include a balance of direct and indirect questions so that their letters do not sound unnatural.

ideas plus
If possible, encourage students to write real letters of enquiry and send them. If you are teaching in an English-speaking country, take in some magazines or newspapers and tell students to choose an advertisement and to write a letter of enquiry asking for more information or for a brochure. Tell students to bring in any responses to their letters to share with the class. If you are teaching in a non-native speaker environment, you can access similar advertisements through websites (e.g. see the websites for products listed on *p.56*). Students can write letters or e-mails asking for information.

1 using background knowledge

How have people's houses and lifestyles changed in the last 100 years? Think about:

- buildings
- moving house
- comfort
- money
- sharing houses
- eating habits

2 inferring

a You are going to read an article about an old woman called Olive. Read what she says below. What do you learn about her character, family and lifestyle?

a 'I went to London for a few weeks in my 20s but that's about all. I would have been quite happy not to go away at all.'

b She says, 'I have never been in a house I'd prefer. I've always lived in this house and I intend to die in it.'

c 'They were extraordinary people who gave me so much love and I was never interested in having children of my own.'

d 'I've known women of 80 who looked so old and weak. I hope I don't look like that.'

e She says, 'I've never drunk or smoked and I'm not one for television or reading.'

f 'I had an open fire until a few years ago but, for safety, I changed to an electric one.'

g 'It suited them and it suits me,' she says.

b Read the article and check your ideas in **exercise 2a**.

3 understanding text structure

Put Olive's comments (a–g) above into the gaps (1–6) in the article. There is one extra comment which you do not need to use.

4 responding to the text

What do you feel about the choices Olive has made in her life? Do you know anyone like Olive?

100 years on ... Olive wouldn't dream of moving!



Nowadays the typical family moves every six years, but Olive Marchant still lives in the same house in which she was born a **century** ago.

Olive's home is a cottage in perfect **surroundings** in England's New Forest. At 100 years old, she may be the oldest person in Britain to have lived in just one house all her life. (1) '...' The house, which was destroyed in a fire before the First World War, was rebuilt by her parents, Ellen and Frank. (2) '...' She loves her home so much that she has rarely even gone on holiday. (3) '...' Olive never married because she did not want to leave her parents and her home. (4) '...' She did, however, bring up a child, her great nephew Barry Tucker, now 58.

Olive is **fit** for her age. She walks with a stick but looks like she doesn't really need it. She has never been in hospital and hates seeing doctors. Until 18 years ago she grew her own vegetables, giving many away to friends and family. Her three-bedroom home is **cosy** but mainly unmodernized and there is no central heating. (5) '...' Her home was lit with candles and oil lamps until electricity was **installed** in the 1960s. An inside toilet and bathroom were built at the same time.

The youngest of five children, Olive never missed a day's school. When she left school, she helped her mother look after the house until, at the age of 30, she became a cleaner. That job lasted 40 years. Olive, who cycled until she was 83, has always taken good care of herself. (6) '...' Before her sight became bad, she loved gardening, sewing and cooking, and she said she's always been **houseproud**.



glossary

century 'sentʃəri one hundred years
surroundings everything around it
fit (adj) strong and healthy
cosy 'kəʊzi comfortable, warm and inviting
installed put in
houseproud 'haʊsˌpraʊd sb who spends time making a house clean and attractive

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme a home for life **time** 40–50 mins

1 using background knowledge

- This activity sets the scene for the text and should help students find a way in to the article. You could pre-teach some useful vocabulary that comes up in the text, e.g. *century, central heating*, etc.
- Write *100 YEARS AGO* and *NOW* on the board and ask students about changes in houses and lifestyles in that period. Direct their attention to the six prompts in **exercise 1** and ask them to discuss their ideas in pairs or small groups, e.g. *100 years ago there weren't many flats. People lived at home longer*, etc.

2 inferring

- Give students time to read the comments and either deal with vocabulary as it comes up, or let students work in pairs to discuss any new words, and / or look them up in a dictionary. Check understanding of *extraordinary* and *suits*.
- After reading the comments in **exercise 2a**, encourage students, in pairs, to build a picture of Olive from what she says, but also to use their imagination to go beyond her actual words, e.g. *'It suited them and it suits me'*, suggests that she is not very adventurous (reinforced by what she says about travelling in comment a). They can also guess what *it* and *them* refer to, based on other things she has said.
- For **exercise 2b** give the students time to read the article. Then get feedback on how accurate students' ideas about Olive were in **exercise 2a**. If any students have built a picture of Olive which is clearly wrong, ask in what way it was wrong, and what they based their ideas on, i.e. was it something she said, or did they let their imagination run away with them?

guidance notes

This article appeared in a tabloid newspaper, *The Sunday Express*, and the comments and quotations are a typical feature of this type of text. The article gives a kind of profile of Olive and much of the content is illustrated through her words. Therefore, by reading her comments first and building a picture of her, students will be well prepared when they read the text.

3 understanding text structure

- Focus students' attention on the six numbered gaps in the article and explain that each gap relates to one of the comments they have been looking at.
- Ask students to read the whole text again, but to focus particularly on the sentences before and after the gaps. When they come to a gap, they should scan through the comments until they come to one which fits. It would be a good idea to do the first one together, and ask students to explain their choice. Encourage students to underline words in the comments and text which match, so that they can explain the reasons for their answers in feedback.

guidance notes

The article does make sense without the comments, i.e. it is coherent at text level. However, in order to put the missing sections back into the article, students do have to focus on coherence both at whole text and sentence level. They will also have to look at cohesion, for instance, in the repetition of certain words or ideas, e.g. *lived in just one house all her life / I've always lived in this house* in comment b, and grammatical reference words, such as *It* and *them* in comment g, which refer back to the house and her parents, mentioned in the previous sentence.

If possible, raise awareness of style by asking students what Olive's direct speech adds to the article (e.g. interest, detail, and 'colour'). This will help if they do the **ideas plus** activity.

answer key

1 b, **2** g, **3** a, **4** c, **5** f, **6** e; (d is not needed)

4 responding to the text

- Encourage students to express their opinions about Olive. Find out if students agree or disagree with each other, and if anyone knows a similar person.

ideas plus

Ask students to find out how long people in the class have lived in their homes and how they feel about where they live. Write Olive's comment on the board: *'I have never been in a house I'd prefer. I've always lived in this house and I intend to die in it.'* After preparing alone, tell them to walk around and 'interview' each other, taking a note of interesting information and recording comments describing how people feel. Stop them after five minutes or so and put students into groups to share information. They could make posters displaying the comments, e.g. *Maria has lived in her home for ten years. She says, 'I love my home, especially my room. I don't want to move away from my family.'*

how to ... write a detailed note

1 generating ideas

a A classmate is going to stay in your home while you are away. Decide:

- what information and instructions to give them about your home.
- what they can (and can't) use while they are in your home.
- what to tell them about your area.

Think of five things and make notes.

b Compare ideas with a partner. Suggest other points for your partner to include.

c Read Tamsin's note to her friends. Compare her note with your ideas.



Welcome!

Hope your flight was OK and you're not too tired to enjoy Brighton. Just a few things you should know ...

- *Help yourself to any food in the fridge. It needs eating. Please could you throw the cheese away if you don't want it?*
- *I'm sorry I didn't have time to make the beds. Clean sheets and towels are in the cupboard in the bathroom.*
- *Feel free to use the washing machine, which is upstairs.*
- *I'm sorry about the hole in the floor (next to the piano). Make sure you don't step in it!*
- *The video channel is 6 and the DVD is 0. There's a good place to rent films on Elm Grove ('The Video Box'). It's about five minutes walk up the hill. (There's a map in the bookcase.)*
- *There's a playground for the kids at the bottom of the hill with a skateboard park next to it. Tell them to be careful though – some of the ramps are very high.*
- *There's a good pub called The Greys round the corner (turn left out of the door, then left up the hill). You could go there for Sunday lunch – the food's great.*
- *Would you mind giving the keys back to my neighbour, Beth, in number 24 when you go? She's very nice!*

Hope you have a brilliant time. Give us a ring on 01698 499 560 if there are any problems. If not, we'll see you when we get back.

Tamsin xxx

2 recognizing structures and functions

a Match the beginning and end of each sentence.

1 I'm sorry I	a place to go for lunch.
2 Make sure	b to use the computer.
3 Feel free	c go there for a drink.
4 You could	d to anything you need.
5 Turn right then	e didn't clean the house.
6 Please could	f you don't lose the keys.
7 It's a good	g you water the plants?
8 Would you mind	h left past the school.
9 Help yourself	i feeding the cat?

b Match the sentences (1–9) above to the functions (a–f).

a a warning	d a request
b an apology	e a suggestion
c an offer	f some directions

3 understanding language in context

Read the note again and work in pairs. Write two examples for each of the functions.

function	structure
a warning	*Make sure you don't (step) ...*
an apology	
an offer	
a request	
a suggestion	
some directions	

4 using functional language

a Think about your home. Choose five of the sentence beginnings in **exercise 2a** and write new endings for them.

b Say your endings to a partner. Can they guess the beginnings?



Writing task

a Use your notes in **exercise 1** to write a detailed note for your classmate. Include five points. Try to use a different function for each point, e.g. a request, a suggestion, etc.

b Give your classmate the note. Does he / she understand everything?

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to develop use of functional language in a note
writing task a detailed note to a classmate who is going to stay in your home
time 50–60 mins

1 generating ideas

- Ask students if they have ever had people staying in their home while they were away. Encourage students to share their experiences.
- For **exercise 1a**, give students about five minutes to come up with ideas and make notes before comparing with a partner. Tell them to add to their lists if their partner's ideas remind them of more things to say after **exercise 1b**.
- For **exercise 1c**, get feedback on which points in Tamsin's note students also thought of.

guidance notes
This stage is important for two reasons: it personalizes the topic, which will help to raise interest, and it also generates the ideas and information for the **writing task** later.

2 recognizing structures and functions

- For **exercise 2a**, students could work alone before comparing with a partner, or in pairs. If you feel your students need support with **exercise 2b**, you could do this as a class. Make sure students understand what all the functions are before you move on.

guidance notes
This task includes examples of all the structures which are used in the note and clarifies their functions. If students are unfamiliar with the terms used in **exercise 2b**, take time over this stage and let the examples define the terms as far as possible. They need to be clear on the functions in order to do the next stage.

answer key
a 1 e, **2** f, **3** b, **4** c, **5** h, **6** g, **7** a, **8** i, **9** d
b 1 b, **2** a, **3** c, **4** e, **5** f, **6** d, **7** e, **8** d, **9** c

3 understanding language in context

- Put students in pairs and give them plenty of time to find the examples of each function in the note. If you prefer, you could tell one learner to look for the first three functions in the table and their partner to look for the others (a request, a suggestion, and some directions). They could then share their information.
- In feedback, write the transferable part (i.e. the part of the structure which stays the same) on the board and highlight the verb patterns and forms. This task provides students with a bank of useful phrases to express the six functions in the table. Point this out and encourage them to copy this into their vocabulary notebooks and to learn them as 'chunks'.

answer key

function	**structure**
a warning	*Make sure you (don't step in it!) / Tell them to (be careful ...)*
an apology	*I'm sorry I (didn't have time to ...) / I'm sorry about (the hole ...)*
an offer	*Help yourself to ... / Feel free to (use ...)*
a request to do sth	*Please could you (throw ...) / Would you mind (giving ...)?*
a suggestion	*There's a good place to (rent)... / There's a good (pub)... / You could go there for ...*
some directions	*It's about five minutes walk up the hill / turn left out the door, then left up the hill*

4 using functional language

- Tell students to stay on the topic of homes because this will help when they do the **writing task**. For **exercise 4a**, explain that they should use a loose, clean piece of paper, and that they should only write the endings of the sentences.
- Walk round and monitor while they are writing and encourage them to check that their verb forms and verb patterns are correct, because their partner will not be able to guess the beginnings otherwise. For **exercise 4b**, students work in pairs to say the sentence endings and guess the beginnings. For an alternative procedure, use the **ideas plus**.

ideas plus
You could give students more controlled practice by doing **exercise 4b** as a mingling exercise. Tell students to stand up with their sentence endings and to find a partner. They read an ending and their partner guesses the correct beginning, e.g. Student A *watering the plants?* Student B *Would you mind (watering the plants)?* They can take turns to complete each other's sentences, and then move on to a new partner. It would be a good idea to reduce the number of examples they write in **exercise 4a** (three would be fine). Although this is oral, not written, practice, it will give students more exposure to the language and confidence in using it.

writing task Students will have done a lot of their preparation for the **writing task** earlier in the lesson, but tell them to try to include a different function for each point, if they can. Tell them to write the note to a person in the class, as this makes **exercise b** more fun and realistic. At the end, get feedback on how clear students found each other's notes.

1 using background knowledge

Look at the pictures of six sleeping positions. Which position do you sleep in?

2 activating topic vocabulary

Look at these words and phrases to describe character. Are they positive (P), negative (N), or both (P/N)? Use a dictionary if necessary.

suspicious	a good listener
sensible	easy-going
sensitive	confident
make friends easily	sociable
gullible	set high standards
reserved	tough

3 predicting

a Read the introduction. Do you think Professor Idzikowski is right?

b Match the character descriptions in **exercise 2** to the six sleeping positions in the pictures.

example I think people who sleep in this position are sensitive.

4 reading for specific information

a Read the six descriptions of sleeping positions (1–6) and match them to the pictures (A–F).

b Read the descriptions again and check your ideas in **exercise 3b**.

5 responding to the text

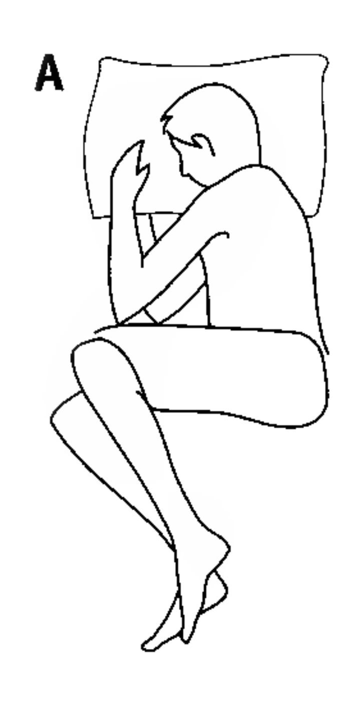
Do you agree with the description of your personality for your sleeping position?

Sleeping secrets

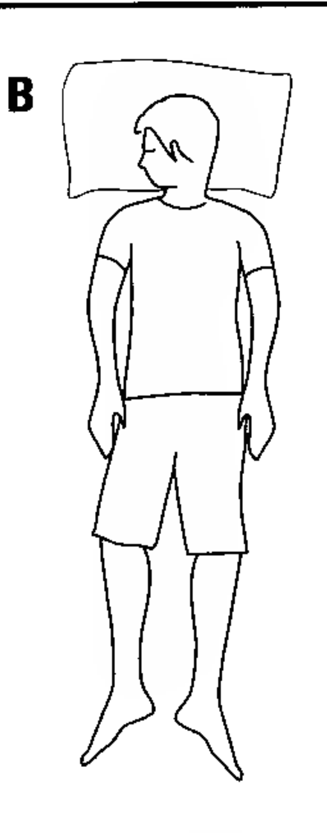
A scientist believes he has discovered a direct link between people's favourite sleeping position and their personality. Professor Chris Idzikowski has described six different positions and what each one says about a person's character.

The professor, who did the research for a hotel group, said, 'We are all aware of our body language when we are awake but this is the first time we have been able to see what our **posture** says about us when we are asleep.' At the moment, Professor Idzikowski is trying to sleep in a yoga position that involves crossing your legs around your neck. He says there is no perfect position for sleeping.

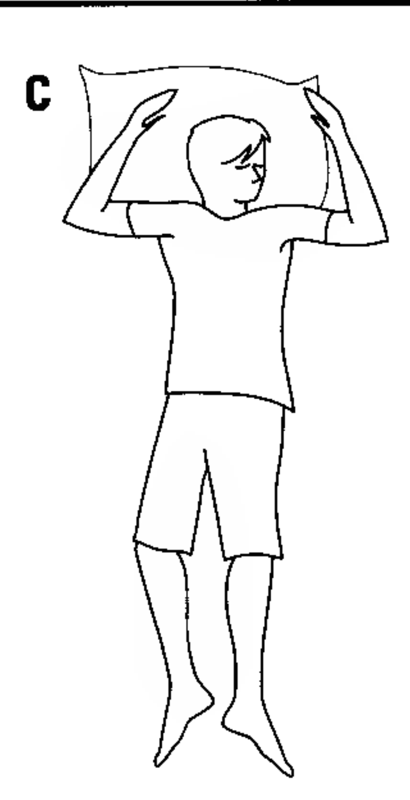
A



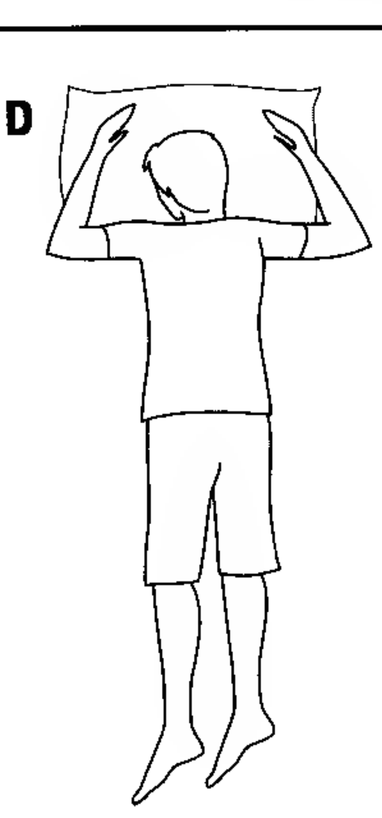
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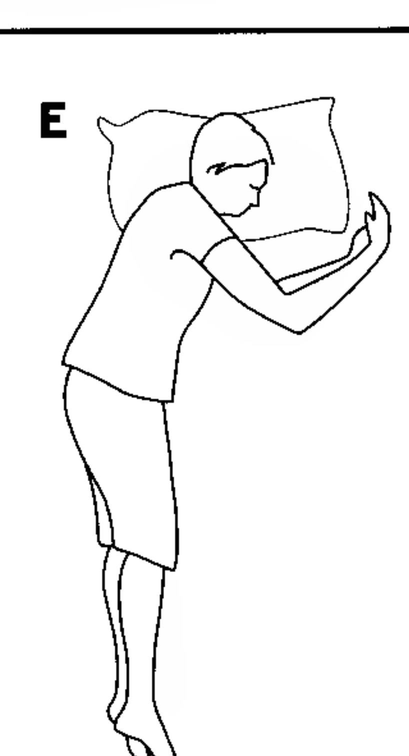
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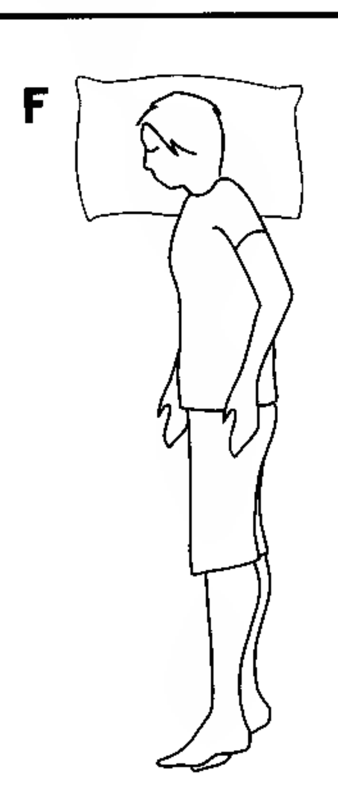
D



E



F



1 THE STARFISH
'Starfish' sleep flat on their back with their arms raised. They are good listeners who make friends easily but do not like to be the centre of attention.

2 THE YEARNER
'Yearners' sleep on their side with their arms raised. They are suspicious and have a very sensible approach to life.

3 THE FOETUS
The most popular position, particularly among women. They sleep **curled up** on their side, holding on to the **pillow**. They appear to be tough but are actually sensitive and shy.

4 THE FREEFALLER
Only 6.5% of people prefer to sleep on their front, making this the least popular sleeping position. 'Freefallers' seem very confident, although this **hides** a nervous personality.

5 THE LOG
The 'log' position is similar to the 'yearner' but with arms by the sides. 'Logs' are easy-going and sociable, but can be seen as too gullible.

6 THE SOLDIER
'Soldiers', who sleep on their back with their arms by their sides, are quiet and reserved. They set high standards for themselves and do not like noisy social situations.

glossary

posture ˈpɒstʃə position

curled up like a ball, with legs pulled up to your stomach

pillow ˈpɪləʊ a soft object that you rest your head on in bed

hides covers up (so it can't be seen)

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme sleeping positions and personality **time** 40–50 mins

1 using background knowledge

- For **exercise 1**, focus students on the pictures of six sleeping positions and ask them to answer the question in pairs or threes. This is simply to raise interest in the topic and the material, so keep this brief.

2 activating topic vocabulary

- Some words and phrases in **exercise 2** will be familiar to students and some will be new, so put them in groups of three to share what they know.
- Give each group an appropriate dictionary for the level (e.g. *Oxford Wordpower*) and tell them to divide up the new words between themselves. They should then explain them to their group.
- Students should then decide if the descriptions are positive, negative, or both, e.g. *sensitive* may be positive if you are sensitive to other people's feelings, but negative if you are easily upset. It is, therefore, important to be flexible about the categorizing and allow for some differences of opinion.

guidance notes

There is a high vocabulary load in the six paragraphs, but much of it focuses on these character adjectives and descriptions. By dealing with this lexis before reading, you will be making the reading stages much more enjoyable and accessible.

Depending on your class profile and the availability of monolingual dictionaries, you may decide that students should use bilingual dictionaries. If you do this in a multilingual class, however, you should be aware that students may find it difficult to explain the definitions to their groups.

answer key

positive: sensible, make friends easily, a good listener, easy-going, confident, sociable

negative: suspicious, gullible, reserved

both: sensitive, set high standards, tough

(Whether a description is positive or negative may depend on the degree, i.e. *quiet* may be fine, but *too quiet* may make someone a difficult or boring companion.)

3 predicting

- For **exercise 3a**, ask the class for a response to the question when they have read the introduction. This will put the rest of the text and the pictures into context.
- For **exercise 3b**, focus students on the six pictures again, and explain that you want them to guess what type of character the people who sleep in each position might have. This activates some of the vocabulary from **exercise 2** and will help them to predict the content of the descriptions. Do the first picture together, and encourage students to use the model sentence provided. They can stay in the same groups of three, or you might want to split them into pairs. Tell them not to write anything down.
- In feedback, you could put some of the students' ideas on the board (if there is any sort of agreement between them!), but don't take too long over this stage.

guidance notes

The text is part of an article from *The Daily Telegraph*, a quality daily newspaper. Aimed at the general public, the article reports the results of new research from a science journal in an accessible way.

4 reading for specific information

- For **exercise 4a**, encourage students to read fairly quickly as they are simply looking for information relating to the 'position' of the sleeper. Check the answers before moving on to **exercise 4b**.
- For **exercise 4b**, let students work in the same pairs or groups as in **exercise 3**. They could read one paragraph at a time, comparing with their partner(s) after each one.

guidance notes

If students have done the preparation in **exercises 2** and **3**, they shouldn't have too many problems with the six paragraphs. They may well ask you about the names for each type of sleeper. Explain briefly if you feel it's necessary or will add something, but don't encourage students to dwell on the meanings (they are rather hard and oblique and not essential for an understanding of the text).

answer key

1 C, **2** E, **3** A, **4** D, **5** F, **6** B

5 responding to the text

- Give students a chance to respond naturally to the text. It would be a good idea for them to work in the same groups they were in for **exercise 2**, when they discussed the character descriptions.

ideas plus

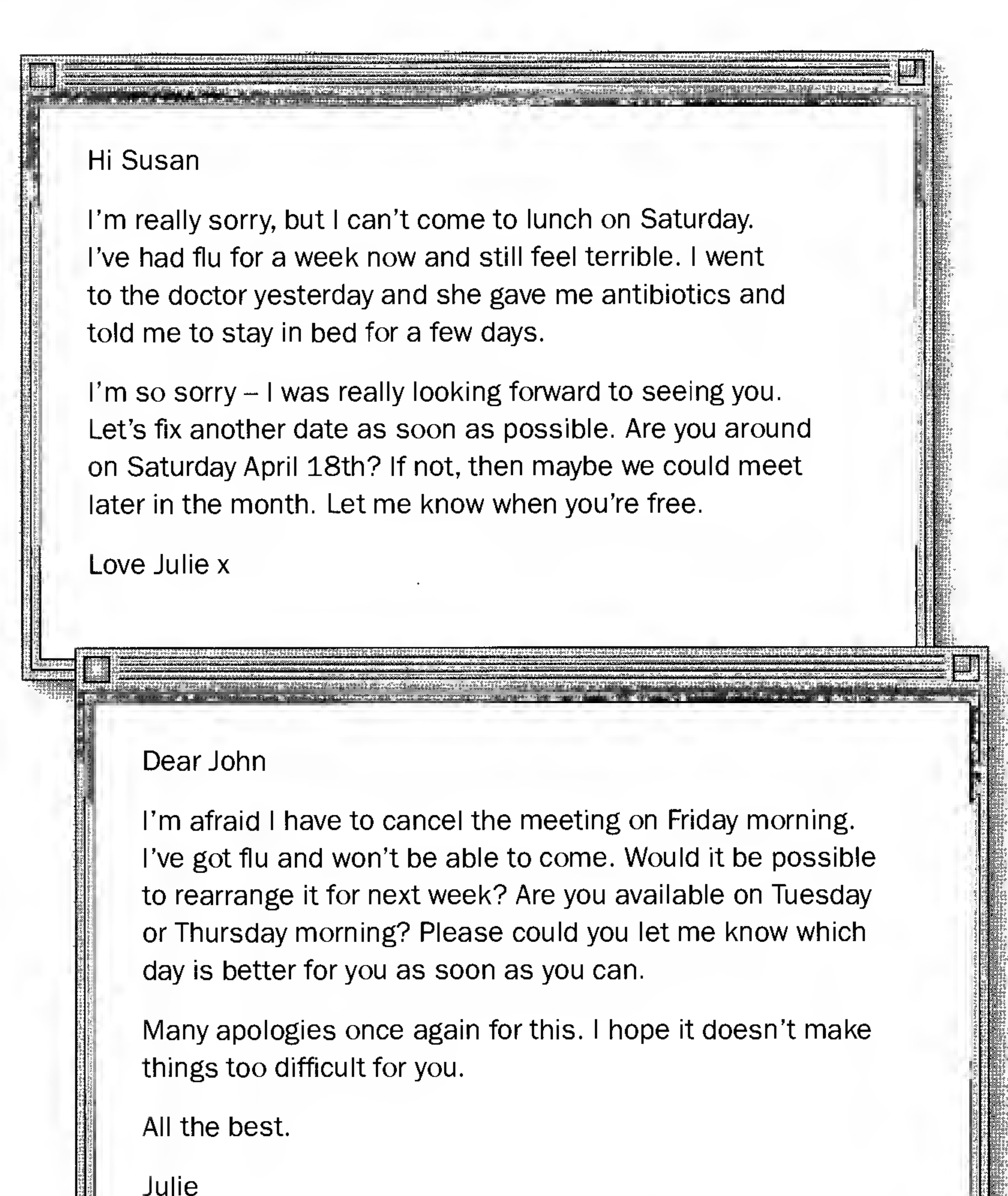
Depending on the cultural context / class profile, you could follow this up by doing a class survey to try to find all the different sleeping positions. Alternatively, you could ask students to guess how other people sleep depending on what they know of each other's character, then go round checking to see if they were right. It is important to keep this light-hearted and there would need to be a good rapport in the class.

how to ... make and break arrangements

1 generating ideas

Read Julie's e-mails. Then discuss the questions in pairs.

1. Which e-mail is to a colleague and which is to a friend? How do you know?
2. What arrangements is she cancelling? Why?
3. Think about the last time you cancelled an arrangement.
   - What did you cancel? Why?
   - What reason did you give?



Hi Susan

I'm really sorry, but I can't come to lunch on Saturday. I've had flu for a week now and still feel terrible. I went to the doctor yesterday and she gave me antibiotics and told me to stay in bed for a few days.

I'm so sorry – I was really looking forward to seeing you. Let's fix another date as soon as possible. Are you around on Saturday April 18th? If not, then maybe we could meet later in the month. Let me know when you're free.

Love Julie x

Dear John

I'm afraid I have to cancel the meeting on Friday morning. I've got flu and won't be able to come. Would it be possible to rearrange it for next week? Are you available on Tuesday or Thursday morning? Please could you let me know which day is better for you as soon as you can.

Many apologies once again for this. I hope it doesn't make things too difficult for you.

All the best.

Julie

2 understanding language in use

a In the e-mail to Susan, find and <u>underline</u>:

- two apologies for breaking an arrangement
- two suggestions for a new arrangement
- two uses of *let*

b Notice the more formal style in the e-mail to John. Find and <u>underline</u>:

- two apologies for breaking an arrangement
- a suggestion for a new arrangement
- two requests

3 making and breaking informal arrangements

a Order the words to make sentences.

1. know / free / let / you / me / are / when / .
2. could / maybe / go / we / to / Brown's / .
3. can't / sorry / I / come / I'm / tonight / but / .
4. week / let's / a / for / next / meet / drink / .

b Order the sentences in **exercise 3a** to make a paragraph. Decide where this missing sentence should go in the paragraph: *I fell over yesterday and hurt my leg, so I won't be able to dance!*

4 breaking formal arrangements

Complete the e-mail extract below using words from Julie's e-mail to John.

I'm (1) ____________ I have to cancel my appointment with Dr Rushdon on Tuesday, May 15th. I will be away on business then. (2) ____________ it be (3) ____________ to rearrange the appointment for later in the month?

Please (4) ____________ you (5) ____________ me know as (6) ____________ as you can.

Many (7) ____________ for this.



Writing task

a Write an e-mail to a friend or colleague to cancel an arrangement. Suggest an alternative arrangement. Use your ideas in **exercise 1**.

b 'Send' your e-mail to a classmate or your teacher. Ask them how they feel about your e-mail.

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aims to develop use of appropriate language for making and breaking arrangements **time** 40–50 mins
writing task an e-mail to a friend or colleague cancelling an arrangement

1 generating ideas

- For **exercise 1**, focus students on the form and then the content of Julie's e-mails. This should prompt them with ideas for question 3 but if some students can't think of an arrangement they have cancelled, tell them not to worry. Put students into small groups and tell them to listen to other people discussing this. If that doesn't jog their memory, then they can use other students' experiences or their imagination for the **writing task** later.

guidance notes
More and more of this type of information is being communicated via e-mail, due to its speed (it's faster and more efficient than sending a letter) and slightly less personal contact (it's sometimes easier than talking to someone on the phone). Although register is more fluid in e-mails, many of the formal and semi-formal conventions still exist and reflect the nature of the relationship between the writer and reader.

answer key
1 Susan is a friend (*Hi / Love Julie x*); the content also makes the relationship clear. John is a colleague (*Dear / All the best*); the language is generally more formal in comparison to the first e-mail (*I'm afraid / Would it be possible …?/ Are you available …? / Many apologies …*); the context makes the relationship clear.
2 She is cancelling lunch and a meeting because she is ill with the flu.

2 understanding language in use

- Ask the class to find and underline an apology in Susan's e-mail. Let them continue in pairs. Write *to a friend* and *to a colleague* in two columns on the board and when you are doing the feedback, write up the phrases they have underlined. Encourage students to record these phrases in their notebooks.

guidance notes
This noticing task in **exercise 2** highlights two things: the functional language we use to make and break arrangements, and the different phrases we select depending on who we are writing to (i.e. the use of an informal, semi-formal, or formal register).

answer key
a two apologies: *I'm really sorry, but … / I'm so sorry …*; two suggestions: *Are you around on … / maybe we could meet later in the month*; two uses of *let*: *Let's fix another date* (suggestion) / *Let me know …* (request)
b two apologies: *I'm afraid I have to … / Many apologies … for this.*; a suggestion: *Are you available on … ?*; two requests: *Would it be possible to … / Please could you let me know …*

3 making and breaking informal arrangements

- **Exercises 3a** and **3b** give students controlled practice in the accurate use of some high-frequency apologies and suggestions at both sentence and paragraph level. If you want to increase the challenge or pace, you could do **exercise 3a** as a race in pairs. Then tell students to discuss the order of the sentences to make a coherent paragraph, and to decide on the best position for the 'excuse'.

answer key
a **1** Let me know when you are free.
2 Maybe we could go to Brown's.
3 I'm sorry, but I can't come tonight.
4 Let's meet for a drink next week.
b possible answer:
I'm sorry, but I can't come tonight. *I fell over yesterday and hurt my leg, so I won't be able to dance!* Let's meet for a drink next week. Maybe we could go to Brown's. Let me know when you're free.

4 breaking formal arrangements

- For **exercise 4**, tell students not to look at Julie's e-mail at this stage but to think about the gaps alone before comparing their ideas with a partner. They should then check their ideas in the e-mail to John and complete the exercise.

answer key
1 afraid, **2** Would, **3** possible, **4** could, **5** let, **6** soon, **7** apologies

writing task Suggest to students that they use their own previous experience of cancelling an arrangement (which they talked about in **exercise 1**) as the basis for their e-mail. Point out that depending on the 'reader' they should write in an informal or more formal register and select their language accordingly. For **exercise b**, make sure everyone reads an e-mail (even if they have not been written to) and encourage students to explain how they would feel on receiving the e-mail so that the writer can gauge whether he / she has used appropriate language.

1 using background knowledge

a Which of these do you look at when you choose a book in a bookshop?

- the cover picture
- the title
- the author's name
- information on the back of the book (book blurb)
- recommendations from famous or qualified people

b Look quickly at the book blurb (**text A**). Is it from:

1 a novel?
2 a self-help book?
3 a text book?

How do you know?

2 understanding the main points

a Read **text A**. Discuss these questions with a partner.

1 According to the book blurb, why do some interviews go wrong?
2 How much experience does the writer have of working with companies and individuals?
3 What advice does the book offer about the beginning of an interview?
4 What information does the book provide on interview questions?
5 In the final paragraph, what does the book say it will help readers to do?

b Would you be interested in reading the book? Why? / Why not?

3 activating topic vocabulary

a Tick ✓ the things which make a good impression on interviewers. Use a dictionary for new words and phrases.

- ☐ appropriate clothes
- ☐ making eye contact
- ☐ a firm handshake
- ☐ grinning all the time
- ☐ staring at the interviewer
- ☐ leaning forward when seated
- ☐ crossing your legs
- ☐ folding your arms
- ☐ using your hands to show how you feel
- ☐ fidgeting

b Read the book extract (**text B**) and check your ideas.

4 responding to the text

a Do you agree with the advice?

b Has your answer to **exercise 2b** changed after reading the extract?

A

Succeed at your job interview

A practical guide to being interviewed

GEORGE HEAVISIDE

Attending an interview can be one of the most stressful situations in your working life. How many times have you applied for a job and got an interview, but do badly because you are nervous and not properly prepared?

In *Succeed at your job interview*, George Heaviside shares the knowledge he has gained as an occupational psychologist over the past twenty years in his work with people and organizations. He gives advice on preparing for the interview and explains how you can give a good **impression** from the moment of walking into the interview room. There is detailed information on the type of questions you are likely to be asked and how to answer them. Finally, advice is also given on improving your **performance** in the interview.

Easy-to-read and packed full of encouraging advice, *Succeed at your job interview* is the first step towards getting your ideal job.

B

CHAPTER 3

How can I make a good impression?

YOUR BODY LANGUAGE

As soon as you enter the room, the interviewers will start to **judge** you – on your body language, not on what you say. They will be watching the way you walk, sit, touch and make eye contact as well as your **gestures** and facial expressions. They will be **forming** both positive and negative impressions of you from the start. These first impressions are very important when interviewers make their final decisions.

BODY LANGUAGE CHECKLIST

- Dress in an appropriate way for the culture you are in and the job you are applying for.
- Touch is important. Start positively with a good, firm handshake.
- When you are sitting, don't lean too far forward or backward. Try to open up your body and only move forward when you want to show interest.
- Give the interviewer as much eye contact as you can to catch their attention, but don't stare at them.
- Let your face come alive. Smile in a friendly manner without grinning all the time.
- Don't fold your arms, cross your legs or fidget too much. Use your hands, arms and body when you speak to show how you feel.

glossary

impression ɪm'preʃn the opinion or feeling that you get about sb

performance the way in which you do sth

judge (v) dʒʌdʒ to form an opinion about sb / sth

gestures 'dʒestʃəz movements of the hand, head, etc. which show how you feel

forming starting to develop / make

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme interview advice **time** 40–50 mins

1 using background knowledge

- It would be useful to have a couple of books with you so you can demonstrate what the vocabulary means in **exercise 1a**. (If you can have one of each type mentioned in **exercise 1b**, then this would allow you to pre-teach the book genres also before they look at the book blurb.)
- Talk about **exercise 1a** as a class, and encourage students to give different responses and to distinguish between different kinds of books if possible, e.g. the author's name and the title might be sufficient in a novel, whereas they might need to read everything for a text book.
- For **exercise 1b**, encourage students to look at the book blurb and point to things which help them to answer the question, e.g. the title and subtitle. In feedback, ask them what they based their answer on. Depending on your class profile, you could then ask how many people in the class read or have read self-help books and if they have found them helpful.

guidance notes

The lesson exposes students to two very different text types; the book blurb is designed to draw the reader in and encourage them to read the book, while the extract gives students a 'taster' of what is in the book (i.e. information and advice). Students will find the vocabulary in **exercise 1** useful while they are doing the remaining tasks. If students have never read a self-help book, the lesson should raise awareness both of the genre (self-help) and the text type (book blurbs).

answer key

b 2 a self-help book

2 understanding the main points

- Give students a few minutes to read the blurb, using the **glossary** if necessary.
- Put students in pairs and tell them to scan the blurb to answer the questions in **exercise 2a**.
- For **exercise 2b**, ask students to explain their reasons, and encourage them to base their answers on the information in the blurb, as well as on their personal situation.

guidance notes

The questions in **exercise 2a** direct students to the most important information in the blurb, i.e. the information they would look for if reading the blurb in real life. They would need to understand this information in order to decide whether they were interested in reading the book.

answer key

a **1** because people are nervous and not properly prepared, **2** twenty years, **3** how you can give a good impression, **4** the type of questions you may be asked and how to answer them, **5** get their ideal job

3 activating topic vocabulary

- Put students in pairs or groups of three to do **exercise 3a**. Tell them to help each other with the vocabulary and to use dictionaries to look up new words and phrases.
- You should get a variety of opinions here, particularly if you have students from a range of different cultures. However, there should be a number of points which everyone agrees on, e.g. appropriate clothes (though what type of clothes will depend on the culture and the job), staring at the interviewer, etc.
- For **exercise 3b**, let students read and check alone before comparing answers with a partner or small group. Emphasize that they are checking against the text, not saying whether they agree with the advice at this stage. They will be able to discuss their opinions in the next stage. Get some feedback from the class.

guidance notes

The extract is written in a very different style to the book blurb and offers some of the 'encouraging advice' promised in the blurb. Pre-teaching this vocabulary will help to make the *body language checklist* accessible to students, but also serves as a prediction stage which should motivate them to read the actual checklist. Remind students to keep a record of new words and phrases in the vocabulary diary on *p.62* or in their notebooks.

answer key

b appropriate clothes, making eye contact, a firm handshake, using your hands to show how you feel

4 responding to the text

- For **exercise 4a**, give students time to go through the checklist in pairs, discussing their response to the advice. Get some feedback from the class; if any students feel strongly about not doing things in the checklist, ask them to explain why.
- For **exercise 4b**, encourage students to say whether the extract was what they were expecting, after reading the blurb, and if it changed their opinions about whether or not the book was worth reading.

ideas plus

For a further reading project, ask students to visit Amazon.co.uk or Amazon.com and research other self-help titles. Tell them to choose a book on a subject of their choice and find out what they can about the book (it is possible to read extracts from some books). They can use any information that is provided online to present the book to the class.

how to ... describe yourself in a letter of application

1 generating ideas

a Read the advertisement opposite. You are going to apply for the job. Make notes about:

- your past experience.
- your interests and skills.
- your character.
- your hopes and plans for the future.

b Read **extracts A** and **B** from Penny and Mohammed's letters of application. Who is better for the job? Why?

2 giving information about yourself

Complete these sentences for (a) Penny (b) Mohammed (c) yourself.

1 I have lived in ... (for) ...
2 I have studied English for ...
3 At the moment, I am ... (work or studies)
4 I enjoy playing ... and ... (interests)
5 I love ... (more interests and / or skills)
6 I am ... (character)

3 focusing on plans for the future

a Read **extract C**, the second paragraph of Penny's letter. Then cover the text and talk about Penny by completing these sentences.

1 After her course, Penny would / find / job working / children / teenagers.
2 Next year, Penny plans / return / Hong Kong / live.
3 In the future, Penny hopes / teacher.

b Complete these sentences about your own plans using *would like, plan* and *hope*.

1 After this course, I ... 2 Next year, I ... 3 In the future, I ...

c Now read about other students' plans and guess who they are.

4 writing about plans for the future

Look at Mohammed's plans for the future. Write his second paragraph.

- after college: travel
- next year: degree in Tourism Management
- future home: Bahrain
- future job: travel agent

Writing task

a Write part of a letter to Bill Maxwell, applying for the job in the advertisement. Give information about yourself and explain your plans for the future.

b Read other people's letters. Who is the best person for the job? Why?

WANTED

We are looking for an enthusiastic, responsible person to help out in our annual summer camp in the USA. Some experience of working with young people is helpful but not essential. Tell us about yourself and your plans for the future.

Write to Bill Maxwell at

A



I am from Hong Kong, and I came to the USA two years ago to learn English. I spoke very little English before, but I am now confident using English in all situations. At the moment, I am studying Business Administration.

In Hong Kong I was a member of my local youth club for five years, and I often helped to organize events, such as discos and film nights. I like playing basketball and hockey and I love art. I am friendly and calm, and I enjoy spending time with young people.

B

I am from India, but I have lived in Bahrain most of my life I have studied English for five years and am currently revising for my final exams at university. I haven't worked with young people, but I have spent a lot of time with my nephews and nieces. I enjoy sports, such as swimming and tennis and I love listening to music. I am quiet and hard-working and I enjoy helping other people.

C



When I finish my course, I would like to find a job working with children or teenagers, so this job would be perfect for me. Next year, I plan to return to Hong Kong to live. In the future, I hope to be a teacher.

go to self-assessment p.61 vocabulary diary p.63

aim to write a positive personal description in a work context **time** 50–60 mins
writing task part of a formal letter applying for a job

1 generating ideas

- Tell students to read the job advertisement and discuss as a class what kind of qualities the employers would probably be looking for. Then give students a few minutes to think about themselves and make brief notes about the four areas in the list.
- Students read **extracts A** and **B** and decide who they think is better for the job and why.

guidance notes
You may well have students in your class who would not be interested in this job, but emphasize that the point of the lesson is the personal description they are going to write; the advertisement is actually very open and is flexible enough to allow students to write a useful profile of themselves.

answer key
b Penny would appear to be better qualified for the position because of her experience at the youth club. She also seems to be more outgoing, as she describes herself as friendly and enjoys team games, rather than the more solitary activities Mohammed writes about.

2 giving information about yourself

- Students can work in pairs to complete the sentences about Penny and Mohammed. Check they have completed this information correctly before they write about themselves. Tell students to use dictionaries for new words but you should also walk round and help with vocabulary or the formulation of ideas while they are completing the sentences about themselves.
- Tell pairs to swap papers when they have finished their sentences, and read about their partners. Encourage them to ask questions to find out more about their partner's information and to say if they find anything surprising. Ask about this in class feedback at the end.

guidance notes
Students may often be asked to describe themselves at this level, but it is important to emphasize the context of the description. As with Penny and Mohammed, they should be focusing on the positive aspects of themselves, i.e. the sort of things they would want an employer to know about.

answer key
Penny: **1** the USA for two years, **2** two years, **3** studying Business Administration, **4** basketball and hockey, **5** art, **6** friendly and calm
Mohammed: **1** Bahrain most of my life, **2** five years, **3** revising for my final exams at university, **4** tennis, **5** listening to music (and swimming), **6** quiet and hard-working

3 focusing on plans for the future

- Tell students to read the second paragraph of Penny's letter very carefully. Ask them to underline the structures she uses to talk about her hopes and plans for the future. Then tell them to cover the text and talk with a partner about Penny using the prompts in **exercise 3a**. Check this as a class by asking students to dictate the sentences for you to write up on the board.
- For **exercise 3b**, give students a clean piece of paper to write about their own plans for the future. Walk round and help while they are writing.
- For **exercise 3c**, collect up their papers and redistribute them around the class, making sure no-one gets their own. Tell students to read the sentences and check their guesses by mingling and asking questions about the sentences, e.g. *Would you like to … after this course?* If they guess the wrong person, they should move on and ask questions until they find the right person.

guidance notes
This stage gives students lots of controlled practice in the use of these three structures for describing their future hopes and plans. It involves integrated skills practice (writing, reading, speaking, and listening), which should help to 'fix' the structures in students' minds and help them to produce the forms accurately in the **writing task** later.

answer key
a **1** … Penny would like to find a job working with children or teenagers.
2 … Penny plans to return to Hong Kong to live.
3 … Penny hopes to be a teacher.

4 writing about plans for the future

- This stage gives students some guided writing practice and should give them confidence in using the three structures in the context of a formal letter of application.
- Put students in pairs to talk about Mohammed's plans for the future and encourage them to elaborate on the prompts. They should decide how to organize the information and what structures to use. Remind them that they can use Penny's second paragraph as a model.

writing task Tell students to write two paragraphs about themselves as part of a letter applying for the job in the summer camp. The first paragraph should give information about themselves, and the second should explain their plans for the future. Tell students not to worry about the beginning and end of the letter at this stage; the focus of this task is to write a positive description of themselves which is appropriate for a formal letter applying for a job. If it is relevant for your students, you can follow this up with a lesson about the conventions of writing a job application letter in general.



THE TORTOISE AND THE BIRDS

1 predicting

a Look at the title of the story and the three pictures. Find these things in the pictures.

- tortoise
- birds
- feathers
- wing
- shell
- feast
- sky
- parrot

b What do you think happens in the story?

2 reading for gist

Read one part of the story and match it to the correct picture. Is it the beginning, middle, or end?

3 understanding the main points

a Answer the questions about your part of the story.

A 1 Why did Tortoise want his wife to bring soft things outside his house?
2 What message did Parrot give Tortoise's wife?
3 What happened to Tortoise's shell?

B 1 Why did Tortoise want to travel to the sky?
2 How did the birds help Tortoise?
3 What did Tortoise tell the birds to do?

C 1 Why did Tortoise eat first?
2 What did the birds take from Tortoise?
3 What did Parrot say he would do?

b Practise retelling your part of the story in your own words.

4 following a narrative

a Work in new groups. Take turns to tell the complete story in the correct order. Were your ideas about the story in **exercise 1b** the same?

b Now read the complete story.

5 responding to the text

This kind of story often contains a moral. In your opinion, what is the best moral? Why?

1 You should not trick your friends.
2 Be careful who you trust.
3 It is better to share than to fight.

A

'Parrot, my good friend,' said Tortoise, 'Tell my wife to bring out all the soft things in my house so that I can jump down from the sky without danger.'

Parrot flew away. But when he reached Tortoise's house, Parrot told his wife to bring out all the hard things in the house. Tortoise looked down from the sky and saw his wife, but it was too far to see what she was bringing out. When everything was ready he jumped. He fell and fell and fell and landed with a great crash on the ground. He wasn't hurt but his shell broke into many pieces. However, there was a great doctor in the neighbourhood. Tortoise's wife sent for him and he collected all the bits of shell and stuck them together. And that is why Tortoise's shell is not smooth.

B

Once upon a time all the birds were invited to a feast by the people of the sky. Now Tortoise was very clever and very hungry, and as soon as he heard about the great feast he began to plan how he would travel to the sky.

Tortoise went to the birds and asked if he could go with them. All the birds agreed, and they each gave him a feather with which he made two wings.

At last the great day came and Tortoise and the birds set off on their journey.

'There is one important thing which we must not forget,' he said as they flew on their way. 'When people are invited to a great feast like this, they take new names.' And so they each took a new name and Tortoise also took one. He was to be called *All of you*.

C

At last the birds and Tortoise arrived at the party. The people of the sky invited the birds to eat the delicious food they had prepared. But Tortoise asked: 'For whom have you prepared this feast?'

'For all of you,' replied the people of the sky.

Tortoise turned to the birds and said, 'Remember that my name is *All of you*. You will eat after me.'

The birds waited angrily as Tortoise ate and drank most of the feast. Then they came forward to eat but some of them were too angry to eat. Before flying home, each bird took back the feather he had lent to Tortoise. So there he stood in his hard shell full of food and drink but without any wings to fly home. He asked the birds to take a message for his wife, but they all refused except Parrot.

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme a friendship fable **time** 40–50 mins

1 predicting

- For **exercise 1a**, focus students on the pictures and the title and encourage them to guess any new words, before checking with each other or with dictionaries. Check the pronunciation of all the words. This exercise provides some of the essential vocabulary students will need to be able to talk about the story and should provide them with the support they need to be able to guess, roughly, what the story is about.
- Ask students to work in groups of three to predict the story in **exercise 1b** using the title, pictures, and words from **exercise 1a**.

guidance notes
The story is adapted from a Nigerian folk tale (retold by *Chinua Achebe* in his book *Things Fall Apart*).

2 reading for gist

- Keep students in the same groups of three and assign one section of the story to each group. Give them a couple of minutes to read the text fairly quickly, and to say which picture it goes with and where it comes in the story.

guidance notes
The reason for reading a folk tale or fable in 'real life' would primarily be for pleasure and perhaps to learn something from the moral. This text is rather long, so dividing it up into three sections should make it easier for students to deal with. By the time they read the complete text they should be able to understand it easily.

answer key
A end, **B** beginning, **C** middle

3 understanding the main points

- Encourage students to guess unknown words in the text from context as far as possible.
- Ask students to read the three questions about their section of the story and to discuss the answers with their group. They should refer back to the text for details and to check their ideas where necessary. Monitor carefully to check students' comprehension. Make sure students are clear about their section of the story before moving on to the retelling phase in **exercise 3b**.
- Give students time to practise retelling their section in the same groups while you monitor and help if necessary. Encourage them to use their own words, and to take turns telling their part to the group, who can prompt or correct each other where necessary.

guidance notes
Folk tales and fables come from an oral tradition. The jigsaw task gives students an opportunity to retell (and listen to) the story, and to interact with the text while they are piecing it together.

One way to organize the class for the jigsaw task is to give each group of three in **exercise 3b** one letter, i.e. As, Bs, and Cs.

answer key
A **1** so he wouldn't hurt himself when he landed on the ground; **2** to bring out the hard things; **3** it got broken into pieces, but a doctor stuck it back together
B **1** he wanted to go to a feast for the birds; **2** they each gave him a feather to make wings; **3** to take new names (he took one too, *All of you*)
C **1** because the people of the sky said the feast was for *All of you*, which was Tortoise's new name; **2** their feathers; **3** he said he would give a message to Tortoise's wife

4 following a narrative

- When students are ready, swap the groups round so that you have one student for each part of the story (see **guidance notes**). Explain that they can now hear the complete story by taking it in turns to tell their section to the new group.
- When they have finished telling and listening to the story, ask the different groups how close the 'real' story was to their own predictions.
- Finally, ask the class to read the complete story.

guidance notes
For **exercise 4a**, put students into new groups of three, each containing an A, B, and C. If you have extra students, include two students with the same letter in different groups, i.e. A, B, B, C.

It is important to make the point that students' versions are perfectly valid and that differences from the original do not make their versions wrong.

5 responding to the text

- Encourage students to stand back from the text now and think about the meaning (or moral) of the story. There is no right answer, so encourage students to express their opinions and explain their reasons. If students wish to, tell them to make up their own moral for the story and let the class choose the best one.

ideas plus
There is access to hundreds of folk tales and stories from around the world on the Internet, e.g. www.awrsd.org and www.gate.net (fables with teaching ideas). You could direct students to the websites to do further reading, or ask them to find a story which is new to them, and prepare to retell it to the class. Listeners could decide on a suitable moral for the stories they hear.

how to ... write a film review

1 generating ideas

a Think about a film you have seen recently. Talk with a partner.

- What was it about?
- Would you recommend the film? Why? / Why not?

b Read the review of *Lost in Translation*, which appeared in an entertainments magazine. Give three facts about the film.



Directed by Sofia Coppola, *Lost in Translation* is an unusual romantic comedy. It stars Bill Murray as Bob, a bored, middle-aged actor, and Scarlett Johansson as Charlotte, a young philosophy graduate who is unhappily married to a photographer. Set in Tokyo, the film tells the story of the two Americans who meet one night in the bar of their hotel. During the film, they become close friends.

What I liked about this film is that it is about the characters, not about action or events. It looks at how people communicate and how they can change each other. Not much happens, but that doesn't matter. It's clever, funny and well acted. If you like '**feel good movies**', I can highly recommend this one.

feel good movies films which make people feel happy

2 expressing opinions

a Underline words and phrases in the review which express the writer's opinions.

example unusual (line 2)

b What did the writer like about the film?

c Use these adjectives to describe films or TV programmes that you have seen. Use a dictionary for new words.

moving sad amusing boring well acted powerful
unusual clever fascinating funny exciting frightening

3 describing a film

a Complete these sentences with information about *Lost in Translation*.

1 The film is called ... (title)
2 It is a ... (type)
3 It is directed by ... (director's name)
4 It stars ... (actors' names)
5 It is set in ... (location)
6 It is about ... (story)
7 It's ... (description using adjectives)
8 If you like ... (recommendation)

b Complete as many sentences as you can with information about a different film.

4 connecting ideas in longer sentences

a What information from **exercise 3a** is connected in sentences 1 and 2?

1 Directed by Sofia Coppola, *Lost in Translation* is an unusual romantic comedy.
2 Set in Tokyo, the film tells the story of the two Americans who meet one night in the bar of their hotel.

b What is the subject and main verb in the sentences?

c Rewrite your sentences in **exercise 3b** to connect information about the film you saw.

Directed by (name), (title) is (type).
Set in (location), the film is about (story).
Starring (names), the film is (description).

Writing task

a Write a review of a film you have seen recently for your class magazine.

b Read other people's reviews.

1 Do you agree with their review? (if you've seen the film)
2 Would you like to see the film? (if you haven't seen it)

go to **self-assessment** *p.61* **vocabulary diary** *p.63*

aim to develop a range of language to describe a film
writing task a film review for the class magazine

time 50–60 mins

1 generating ideas

- For **exercise 1a**, students can talk about a new or old film, for instance, if they haven't been to the cinema recently, they can talk about a film they have seen on television. Make sure they understand *recommend*.
- For **exercise 1b**, find out if anyone has seen *Lost in Translation*, and see if they can come up with three facts about the film. Then let the class read the review and check the facts. If no-one has seen the film, then follow the instructions given.

guidance notes
Writing a film review is useful because students need to use the language of description, narration, and evaluation – language functions which are required in many different contexts. Encourage students to express their opinions about films, but emphasize that they should always give reasons for their opinions. This will help them when they come to write their reviews.

answer key
b any three facts, e.g. the director, genre, stars, nationality of actors, location, etc.

2 expressing opinions

- These exercises direct students' attention to an important purpose of a film review, which is to express the writer's opinion (as opposed to simply telling the story). Let students do **exercise 2a** in pairs before checking as a class. This will lead naturally into **exercise 2b**.
- **Exercise 2c** gives students a bank of useful adjectives for describing films, which they can use in the **writing task** later. Make sure students have access to dictionaries. Alternatively, go through the list of adjectives, checking understanding and pronunciation. In feedback, ask students to give you examples of films or programmes for each adjective.

answer key
a *What I liked about this film is that it is about the characters, ...; Not much happens, but that doesn't matter. It's clever, funny and well acted. If you ... I can highly recommend this one.*
b It's about the characters, not about action or events.

3 describing a film

- Students can do **exercise 3a** orally in pairs, as preparation for writing their sentences in **exercise 3b**. Check their answers as a class.
- For **exercise 3b**, emphasize that students need to choose a film they know well, i.e. the more sentences they can complete, the better. If you have access to computers, students can look for information on the Internet.

guidance notes
These exercises give students a basic framework for a film review. However, although the sentences are fine individually, to combine them into a paragraph would make for a repetitive and not very interesting review in terms of style. This stage is therefore a stepping stone towards writing a paragraph in the final **writing task.**

answer key
1 The film is called *Lost in Translation*. **2** It is a romantic comedy. **3** It is directed by Sofia Coppola. **4** It stars Bill Murray (as Bob) and Scarlett Johansson (as Charlotte). **5** It is set in Tokyo. **6** It is about two Americans (who meet in their hotel) in Tokyo, who become close friends. **7** It's clever, funny and well acted. **8** If you like 'feel good movies', I can highly recommend this one.

4 connecting ideas in longer sentences

- For **exercise 4a**, write the first sentence on the board. Underline the first part and ask which information in brackets from **exercise 3a** it refers to (director's name). Ask students what two bits of information are connected in the rest of the sentence.
- For **exercise 4b**, ask students to tell you what the subject of the sentence is (*Lost in Translation*), and circle it on the board. Then ask what the main verb is. See if they can do the second sentence in pairs.
- Point out that students' reviews will sound more interesting if they can connect their ideas together in longer sentences. It's a good idea to do one or two examples as a class. Ask the class for the name of a film and elicit information about the film onto the board. Then tell the class to dictate sentences about the film to you, using the skeleton sentences in **exercise 4c**. When they are confident, tell them to write two or three sentences about a film they have seen.

guidance notes
Participle clauses like these are a common feature of reviews, but they will also give students an example of how they can form longer sentences in any context. If students want more information about the grammatical forms, you can explain that *directed* and *set* are past participles (because they happened in the past) and *starring* is a present participle (because we talk about the actors in the present).

answer key
a **1** director's name, title and genre; **2** location and story
b **1** subject: *Lost in Translation*, verb: *is*; **2** subject: *the film*, verb: *tells*

writing task Students can write about the same film they have referred to during the previous exercises, or they can choose a different film. Remind them to include some of the adjectives in **exercise 2c**, as much information as possible from **exercise 3**, some longer sentences, and their own opinion about the film. For **exercise b**, you could display students' reviews on the classroom walls so they can walk round and read each other's work. Get feedback on their response to the reviews.

1 using background knowledge

a Look at this dictionary definition for the word *intuitive.*

> **in·tui·tive** /ɪn'tju:ɪtɪv/ *adj.* (of people) able to understand sth by listening to your feelings: *Are women really more intuitive than men?*

b How intuitive are you? Put a cross (✗) on the scale. Give reasons for your answer.

← →

not ot oll intuitive | *not very intuitive* | *quite intuitive* | *extremely intuitive*

2 activating vocabulary

Match the words and phrases (1–8) to the definitions (a–h).

1 appealing (*adj.*)	a people who do not tell the truth
2 a panic choice	b a doctor's note saying what medicine you need
3 upset (*adj.*)	c attractive or interesting
4 tell (*verb*)	d a quick decision (often a bad decision)
5 love at first sight	e a bit ill
6 liars (*noun*)	f know, understand
7 under the weather	g fall in love the first time you see someone
8 prescription (*noun*)	h worried or sad

3 reading for details

a Choose one answer for each question in the questionnaire.

b Read the best analysis for you and add it to the scale in **exercise 1b.** Is it the same as your answer in **exercise 1b?**

4 responding to the text

a Do you agree with the analysis for you?

b Guess where your partner is on the scale in **exercise 1b.** Ask the questions and discuss the analysis together.

How intuitive are you?

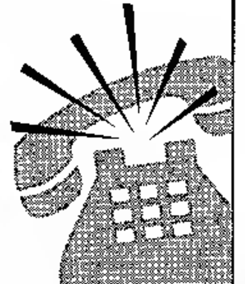
Intuition is supposed to be one of women's greatest gifts, so how good is yours? Our quiz will reveal all ...

1 AT A RESTAURANT, EVERYTHING ON THE MENU LOOKS DELICIOUS. SO YOU ASK THE WAITER:

- **a** to come back in five minutes because you can't decide. Eventually you choose something you've had before.
- **b** lots of questions about the ingredients. Then you choose the one that seems the most **appealing**.
- **c** for the dish you first noticed when you looked at the menu. You've never had it before but you know it will be good.
- **d** for the 'special' – a **panic choice** that you'll regret all evening.

2 WHEN THE PHONE RINGS, YOU:

- **a** always wonder who it could be.
- **b** often guess correctly who the caller is before picking up the receiver.
- **c** knew it was going to ring.
- **d** jump nervously. Who could be ringing you at this time?



3 YOU KNOW WHEN YOUR FRIENDS ARE **UPSET:**

- **a** because they tell you they are feeling upset and ask for your support.
- **b** just by looking at them and hearing their voices.
- **c** by reading their e-mails. They don't say they're upset but you can **tell**.
- **d** when they start crying on your shoulder.



4 WITH RELATIONSHIPS, YOU BELIEVE:

- **a** you need to go out with someone for two years before you know them properly.
- **b** you can usually tell if things are going to work from the first date.
- **c** in **love at first sight**.
- **d** all men / women are **liars**.

5 YOU BEGIN TO FEEL **UNDER THE WEATHER.** YOU:

- **a** rush to the doctor. You never know what might be wrong.
- **b** try to work out yourself what's wrong with you.
- **c** visit the doctor. You know exactly what you're suffering from and simply need a **prescription.**
- **d** do nothing. Hopefully it'll go away.

ANALYSIS *If you answered:*

Mostly a *Like mast people, you look ot the focts before you moke o decision. But this meons you're not listening to your feelings. If you focus mare an your intuitive side, you'll soon find yourself moking better decisions and developing better relatianships.*

Mostly b *In mony ways you ore already intuitive ond you know yourself very well. Learn to listen to your feelings ond you'll find that your intuition will increase.*

Mostly c *Your intuition is olready develaped ta very high levels. Not only do you have a high level of intuition, you olso listen ta your feelings ond oct on them.*

Mostly d *You moy think you hove no intuition at all, but perhaps you just don't reolize you have it. When you have o sudden thought or feeling, stop for a moment and listen to what it's trying to tell you.*

go to self-assessment p.60 vocabulary diary p.62

text theme a personality quiz

time 30–40 mins

1 using background knowledge

- Focus students on the definition for the adjective *intuitive* in **exercise 1a**. Check pronunciation and ask students to answer the question given in the dictionary extract to check understanding.
- Make sure students understand the cline in **exercise 1b**, i.e. that the line represents a scale from *not at all* to *extremely*. When they have marked the scale, let them compare their ideas with a partner. You could demonstrate this yourself on the board, explaining your answer (briefly) to the class, e.g. *I think I'm quite intuitive, because ....* Encourage students to engage as much as possible with the word *intuitive* in the ways suggested above, to overcome any possible difficulties with meaning. Make sure that everyone is clear about what it means before moving on.

2 activating vocabulary

- Put students into small groups to share knowledge. Then tell them to divide up the new words and phrases between them, look them up, and explain the definitions to their partner or group. Focus students on the key words in the phrases (i.e. *panic, love, weather*) before they look them up. Explain that the words and phrases are in **bold** in the questionnaire and that students should refer to the word in context if they are unsure of the definition.

guidance notes

The questionnaire includes a number of idiomatic words and phrases which students will need to understand in order to choose their answers. Students may be able to do some of **exercise 2** without dictionaries, but encourage them to check their ideas if they disagree on any options.

answer key

1 c, **2** d, **3** h, **4** f, **5** g, **6** a, **7** e, **8** b

3 reading for details

- For **exercise 3a**, tell students to do the questionnaire, and make sure they understand that they should only choose one option (a, b, c, or d) in each case. If they feel that none of the options fits them well, encourage them to choose the one which is closest to the way they feel, and give them a chance to voice their concerns as part of the more general discussion in **exercise 4**.
- For **exercise 3b**, tell students to read the best analysis for them, i.e. if they have two or more answers with the same letter they should read that analysis. Tell them to add the letter for their analysis (a, b, c, or d) to the cline in **exercise 1b**. They can then compare the results of the questionnaire with their own answer to **exercise 1b**, i.e. is their cross in roughly the same place as the letter which corresponds to their analysis in the questionnaire?

guidance notes

Students may like to know that the text is part of a questionnaire that was printed in a British Sunday supplement magazine, *The Sunday Express Magazine*.

answer key

position of analysis a–d on the cline in **exercise 1b**:

not at all intuitive **d**, not very intuitive **a**, quite intuitive **b**, extremely intuitive **c**

4 responding to the text

- Give students a chance to respond and 'interact' with the text for **exercise 4a**. Some students may well not agree with the analysis.
- For **exercise 4b**, students should work with a new partner. Perhaps they could choose someone in the class they think they know well. They are more likely to enjoy the questions and subsequent discussion if they are working with someone they feel comfortable with.

ideas plus

It would be interesting to find out whether students enjoy doing questionnaires like this in their own language or not and how much this affects their response to the text. If students enjoyed doing this quiz, suggest that they try some of the personality quizzes that are available online (e.g. ColourQuiz.com is relatively straightforward, or more ambitious students could try PersonalityType.com). They provide a rich source of colloquial vocabulary and offer students a chance to interact with a text in a very personal way.

how to ... compare and contrast two places

1 generating ideas

a Read advertisements **A** and **B** for rooms to rent in shared accommodation. Which rooms do you think are better? Why?

b Read Magda's e-mail. Is her opinion the same as yours?

2 focusing on pros and cons

a Make a list of the advantages and disadvantages of both places.

	advantages	disadvantages
block of flats	*rooms are bigger*	
3-bed house		*not available for 3 weeks*

b Which place do you think Sonya should choose?

3 understanding language in use

a Underline all the comparative adjectives in Magda's e-mail.

b Complete these sentences with Magda's arguments.

1 I can't decide which is ... .
2 Both places have ... , but one ... and the other ... .
3 For myself, I prefer ... , because ... .
4 I think you might ... .
5 On one hand, ...
6 Another thing is ... .
7 On the other hand, ...

4 comparing and contrasting

a Read Sonya's reply below. Which place does she prefer?

b Find eight mistakes in Sonya's e-mail and correct them.

Both places sounds very nice, but I think I am prefer the flat by the sea. On one hand, it's more good to live near the beach. Also, the flat is more cheaper that the house. Another thing it's the availability. On other hand, I'd love a garden, but we need to move now so the flat is the better for us!

5 organizing ideas

You are looking for rooms to rent with a classmate. Look at advertisements **C** and **D**. Make a table (as in **exercise 2a**) of the advantages and disadvantages of both places.



Writing task

a Write an e-mail to your partner comparing the two places and saying which one you prefer.

b Read your partner's e-mail. Compare your ideas and make a final choice.

A

2 big, sunny rooms in block of flats near the sea. Sharing with 2 friendly girls and cat. Students only please. Available now. Call Jane or Lucy on 697 791.

B

2 medium-sized single rooms overlooking garden in lovely 3-bed house. To share with one other person . Near station, bus stop and shops. Non-smokers only. Available in 3 weeks. Tel: 581 575.

Hi Sonya

Help! I've seen two places and I can't decide which is better for us. Both places have two single rooms, but one is in a block of flats and the other is in a house.

For myself, I prefer the flat, because the rooms are bigger and sunnier and there's a great view of the sea, but it is further from the town centre. I think you might prefer the house, though. On one hand, there's a garden and I know how much you like being outside. Another thing is the location. It's near the train station, so it's easier for us to get to college from there and it's nearer the shops. On the other hand, it's a little more expensive and it's not available for another three weeks.

What do you think? Let me know which one you prefer.

Speak soon.

Love Magda x

C

Two housemates wanted for large, bright rooms in lovely 5-bed house. To share with three fun, music-loving students. Opposite bus stop to town centre and station. Non-smokers only please. Only £400 per month. Available soon.

D

Two medium-sized, newly-decorated rooms in nice, modern flat with own garden. Very near town centre. Sharing with friendly, creative young couple. Look forward 2 living with u! £440 per month. Available now.

go to self-assessment p.61 vocabulary diary p.63

aim to write a coherent text using the language of comparison
writing task an e-mail to a friend comparing two places

time 50–60 mins

1 generating ideas

- For **exercise 1a**, ask the class to imagine they're looking for a room to rent in shared accommodation, then let them read the advertisements and discuss their preference with a partner. Ask the class for some feedback before they read Magda's e-mail in **exercise 1b**.

guidance notes
The adverts are based on real notices placed in a shop window and reflect the 'short hand' style generally used in this kind of notice, i.e. very short sentences and lots of ellipses.

2 focusing on pros and cons

- For **exercise 2a**, focus students on the content of Magda's e-mail and elicit another advantage for the block of flats before they continue in pairs. As they complete the table, students will be extracting and recording the information they need for the next stage. It also provides a model plan for comparing two places (or anything else), which they can refer to when planning their **writing task** later.
- For **exercise 2b**, encourage students to express their opinions in pairs. You could put a prompt on the board to help them, e.g. *I think she should choose the … because …*. In feedback, ask several students what they think Sonya should do.

answer key

	advantages	**disadvantages**
block of flats	*rooms are bigger and sunnier, great view of the sea, cheaper, available now*	*further from town centre*
3-bed house	*garden, near train station, easier to get to college, nearer the shops*	*not available for 3 weeks more expensive*

3 understanding language in use

- For **exercise 3a**, elicit the first comparative adjective in the e-mail, then let students carry on, individually or in pairs. Check their answers before they go on to do **exercise 3b**.
- Put students in pairs and tell them to cover the e-mail and use their notes in the chart to complete the sentences. When they are ready, tell them to check their answers themselves against the e-mail.

guidance notes
Students have already extracted the information from the e-mail that they need to complete the sentences, and they have read the e-mail a number of times so they should be able to do **exercise 3b** without referring back to the text for content. This will therefore provide a check on whether they understand the structures and can use them accurately. In asking them to check their answers themselves, you are encouraging learner independence.

answer key
a better, bigger, sunnier, further, easier, nearer, more expensive

4 comparing and contrasting

- For **exercise 4a** get students to read Sonya's reply and say which place she prefers (the flat).
- **Exercise 4b** focuses students on some common mistakes in the use of the language of comparison. Ask students to work alone, then to compare their answers with a partner. Check as a class, using an OHT if possible.

answer key
Both places sound~~s~~ very nice, but I think I ~~am~~ prefer the flat by the sea. On one hand, it's ~~more good~~ **better** to live near the beach. Also, the flat is ~~more~~ cheaper ~~that~~ **than** the house. Another thing ~~it's~~ **is** the availability. On **the** other hand, I'd love a garden, but we need to move now so the flat is ~~the~~ better for us.

5 organizing ideas

- For **exercise 5**, pair students up as future 'flatmates'. Focus students' attention on the two new advertisements and ask them to work individually to make a similar table to the one in **exercise 2a** of the advantages and disadvantages of the new places. Encourage them to use comparative adjectives in the table. Monitor while they are doing this, and help if necessary.

writing task **Exercise 5** allows students to generate ideas and language for the **writing task** and to organize their ideas. Encourage them to use the table to plan their writing and to use the phrases in **exercise 3** to frame their arguments. Remind students to make their choice before they begin writing and point out that they are writing to their partner. When they exchange e-mails with their partner they should read carefully to see if they have made the same or different points. If they have chosen different places, they will need to discuss the reasons and make a final choice if possible (or decide not to live together!).

ideas plus
You could follow this up with a writing task using the same language framework, but on a different theme, e.g. choosing between different options for a day or night out. Students could look at an entertainments listings magazine or newspaper, compare the films, live music, or bars to meet in on the basis of price, location, interest factor, etc. They could then write an e-mail to each other (perhaps for homework), setting out their ideas and stating their preference. This would highlight the transferability of the language.

1 using background knowledge

Work in a group. Talk about travelling by plane. Use the words below.

- comfortable / uncomfortable
- stressful / enjoyable
- exciting / frightening
- noisy / quiet
- relaxing / tiring
- interesting / boring

2 reading for gist

Look at the pictures of eight products (1–8) 'designed to make your flight more comfortable'. Match them to the texts (A–H).

3 understanding the main points

a Which gadget should you buy if you:

1 feel worried about flying?
2 prefer to sleep in the dark?
3 often feel unwell on a plane?
4 need to stretch your legs while sitting?
5 would like to sit quietly?
6 would like to breathe better air?
7 want to sit more comfortably?
8 want to sleep more comfortably?

b Work with a partner. Say how each gadget can help passengers. Use the verbs in the box.

improve	help prevent	relieve	reduce

example The Jetrest helps prevent neck ache.

4 responding to the text

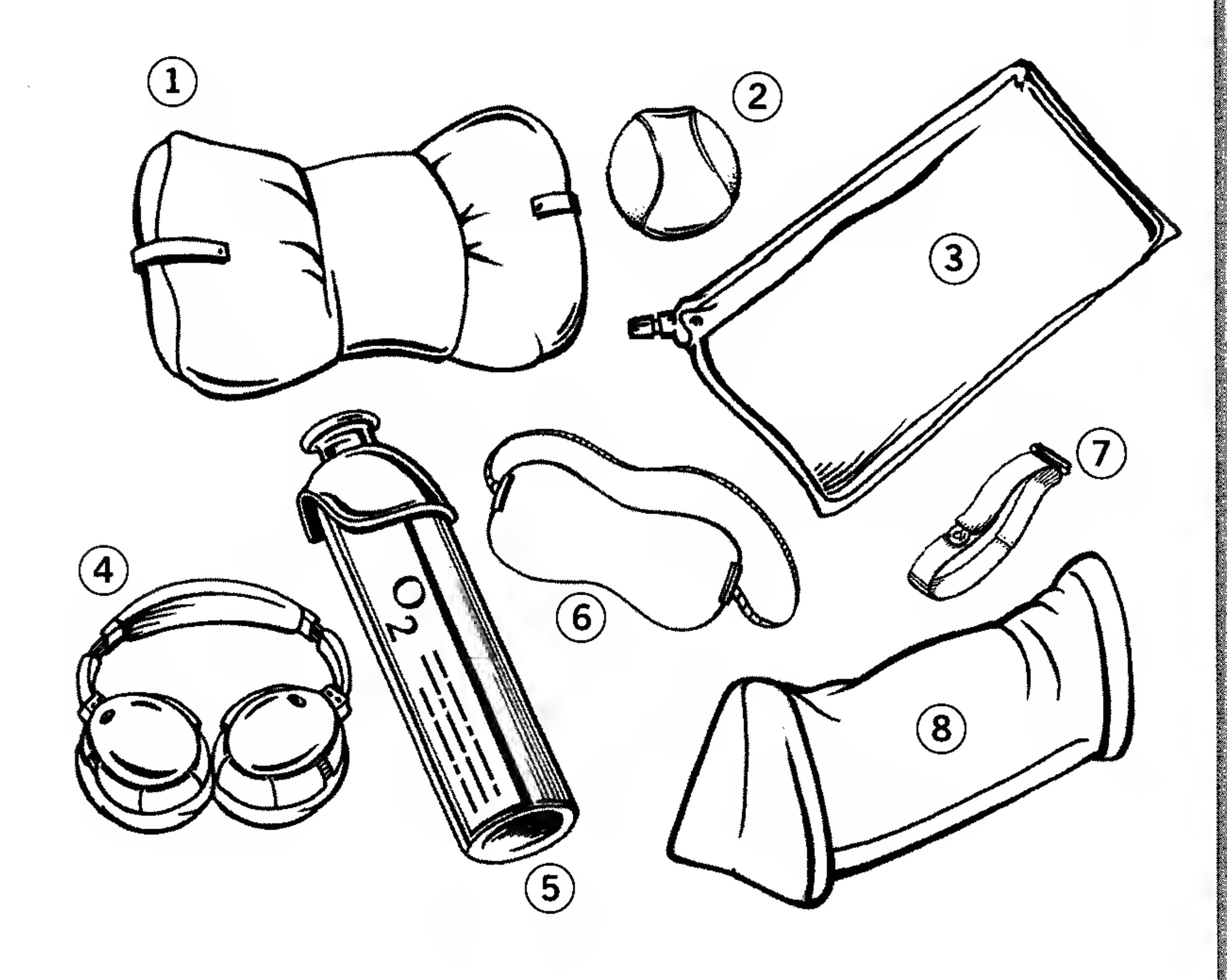
Choose three products you would use and three you wouldn't use. Say why.

glossary

inflatable ɪnˈfleɪtəbl sth which can be filled with air
DVT a condition which causes pain in the leg and can be dangerous
swollen ˈswəʊlən bigger and rounder than usual
cramped uncomfortable due to lack of space
self-inflating becomes full of air by itself
squeezing ˈskwiːzɪŋ pressing sth in your hands

Ready for the long haul

Here are some of the gadgets designed to make your flight more comfortable.



A ***TEMPURA SLEEP MASK*** Very different from the thin eye masks in the average in-flight pack. The Tempura cuts out all light and really helps prevent the tiredness that often results from an overnight flight. £22.95 from Back2 (www.back2.co.uk).

B ***JETREST*** An overnight flight in economy class becomes almost comfortable with a Jetrest head support round your neck. It provides all the comfort of a real pillow and helps prevent neck ache. £19.95 from Back2.

C ***ACCUSTRAP*** Not a new invention, but believed by many to help control the sickness caused by air travel. It works by pressing gently on the acupuncture points of each wrist. Suitable for adults or children to relieve sickness during any form of travel. £4.99 from the Aviation Health Institute (www.aviation-health.org).

D ***AIROGYM*** This **inflatable** leg exerciser improves circulation, reduces the risk of **DVT** and helps prevent **swollen** ankles. Press down hard with each foot in turn to move the air from side to side. The hissing sound may cause concern among your neighbours, though. £8.30 from Airogym (www.airogym.com).

E ***SELF-INFLATING TRAVEL PILLOW*** Designed to relieve the back pain that can develop when you are sitting in **cramped** economy class seats. There is no need to exercise your lungs as it is **self-inflating**. £29.85 from Magellans (www.magellans.co.uk).

F ***STRESS BALL*** Helps nervous fliers reduce their stress levels. It fits neatly into the palm of the hand and is so soft that you won't be able to stop **squeezing** it. £5.95 from Back2.

G ***BOSE QUIETCOMFORT2*** We tested these expensive luxury headphones, and the results were amazing. They reduce the noise levels inside the cabin and come with leads for listening to personal stereos or in-flight movies. Better still, you can read in silence. £275 from BOSE (www.bose.co.uk).

H ***PUR OXYGEN*** Improve air quality at the back of a plane by taking your own oxygen – as used (so the suppliers claim) by David Beckham and Britney Spears. Check with your airline, though – not all welcome it. £11.95 from Paramount Zone (www.paramountzone.com).

go to **self-assessment** *p.60* **vocabulary diary** *p.62*

text theme gadgets for the perfect flight

time 30–40 mins

1 using background knowledge

- Introduce the topic with this discussion in **exercise 1**. If you prefer, you could talk about this with the whole class. Get a show of hands to find out how many students have flown, and if any have been on long flights. Take the opportunity to pre-teach some useful lexis, e.g. *long haul flight* and *economy (class)*.

2 reading for gist

- For **exercise 2**, give students a time limit for reading to encourage them to read only for the required information, i.e. to check that they have matched the products to the correct pictures.

guidance notes

The text is adapted from a full-page travel feature in the quality newspaper, *The Daily Telegraph*. Although the texts are presented as standard product descriptions, there is also a critical element, i.e. the writer is reviewing the products, not selling or advertising them. This discussion should help students find a way in to the texts.

Exercise 2 should give students a chance to get a general idea of what the products are without getting too distracted by detail at this stage.

answer key

1B, 2F, 3E, 4G, 5H, 6A, 7C, 8D

ideas plus

The texts contain the vocabulary of parts of the body, so you could draw a stick figure on the board to help when checking the answers. Encourage students to make a record of new words in the vocabulary diary on *p.62*.

3 understanding the main points

- For **exercise 3a**, focus students on the subtitle of the text and check understanding of *gadgets*. Tell them to work through the questions, choosing the best product in each case. Students could do this in pairs or work alone before checking in pairs.
- For **exercise 3b**, ask students to check the meanings of the four verbs in a monolingual dictionary, and to look at the examples of their use, which may well include some of the nouns in the text. Then tell them to scan each description for the verbs and to find the noun that goes with each one. The nouns express the problems passengers can have during a flight, e.g. *neck ache*, and the verbs express how each product can help passengers, e.g. *helps prevent (neck ache)*.

guidance notes

Exercises 3a and **b** focus students on why you would buy or want to use any of these products, which is the key point of the texts. It also guides students to the most complex information, i.e. the problems that people can have on long flights and how the products can help.

An understanding of the verb + noun collocations in **exercise 3b** will give students a greater understanding of the purpose and detail of the texts. It should also raise awareness of verb + noun collocations and (if they have access to monolingual dictionaries) how they can use their dictionaries to extend their vocabulary. Encourage students to make a record of any new vocabulary in the vocabulary diary on *p.62* and point out how useful it is to record collocations.

answer key

a 1 F, 2 A, 3 C, 4 D, 5 G, 6 H, 7 E, 8 B

b **A** helps prevent tiredness, **B** helps prevent neck ache, **C** relieves sickness, **D** improves circulation, reduces the risk of DVT and helps prevent swollen ankles, **E** relieves back pain, **F** reduces stress levels, **G** reduces noise levels, **H** improves air quality

4 responding to the text

- For **exercise 4**, give an example yourself, e.g. *I'd use the sleep mask because .... I wouldn't use the ... because ....* Give students a minute or two to think about their choices and reasons. Then put them into groups of three or four to compare their ideas and give their reasons.

ideas plus

Ask students to design a product to improve comfort when travelling by plane, car, or train. Tell them to produce an illustrated product description – either a full paragraph or notes for speaking. These could form part of a reading or speaking lesson in which the class votes on the best product(s). Alternatively, students could visit the product websites to find other interesting gadgets and report back to the class (or use these to inspire their own products).

how to ... write a story

1 generating ideas

a You are going to write a story about a journey ending with the words: *It was an amazing experience, and it all happened because ….* Think of some ideas for your story. Use these questions to help you.

1 Where did the journey take place?
2 What kind of journey was it?
3 What happened?
4 Why did it happen?
5 Why was it an amazing experience?

b Read the story opposite and answer the questions in **exercise 1a** with a partner.

2 focusing on the sequence of events

a Read sentences (1–4) from the story. They contain actions linked by *and* or *when*. Answer questions (a–c) for each sentence.

1 Judith was sleeping and I was chatting to some people …
2 I was chatting to some people on the bus, when I realized that it was completely dark outside …
3 When the bus stopped, I woke Judith up …
4 When we woke up in the morning, we saw beautiful, golden sand …

a Did the actions happen at the same time?
b Did they happen one after the other?
c Did one interrupt the other? How do you know?

b Discuss your ideas with a partner then check by reading the **tip**.

tip

We can use the past simple and past continuous to show **when** different actions happen. We can also use *and* and *when* to make the order of these actions clear.

a past continuous + *and* + past continuous = at the same time

b *when* + past simple + past simple = one after the other

c past continuous + *when* + past simple = a longer action (or state) interrupted by a shorter action



One summer, I was backpacking around the Greek islands with my friend, Judith.

When we arrived on a new island one evening, Judith was feeling unwell. She needed to sleep, so we decided to stay in a small town nearby and I bought the bus tickets. Judith was sleeping and I was chatting to some people on the bus, when I realized that it was completely dark outside. I found out that we were travelling in the wrong direction! I asked other people where we could stay and they told me about a place called Golden Beach. They said we could sleep on the beach there. When the bus stopped, I woke Judith up and we got off and walked to the beach. We couldn't see much, but we could hear the sound of the sea. We got into our sleeping bags and ate some cakes, then we went to sleep.

When we woke up in the morning, we saw beautiful, golden sand all around us. The sun was shining, the sky was blue, and the sea looked fantastic. We got up and went for a swim. It was an amazing experience, and it all happened because I made a mistake.

3 using narrative tenses

Read the story below and underline the correct verb forms.

I (1) *travelled / was travelling* to Edinburgh to start university for the first time. I (2) *bought / was buying* my ticket, (3) *kissed / was kissing* my parents goodbye and (4) *got / was getting* on the train. I (5) *looked / was looking* for somewhere to sit when I (6) *heard / was hearing* a familiar voice, 'Hi Alex.' I (7) *turned / was turning* round and (8) *saw / was seeing* my best friend, Daisy. We (9) *chatted / were chatting* about her holiday when the train (10) *moved / was moving* out of the station. We (11) *still talked / were still talking* when the guard (12) *came / was coming* round to check our tickets. He (13) *took / was taking* one look at mine and said, 'You're on the wrong train, miss. We're going south, not north.'

4 organizing ideas

Organize your ideas from **exercise 1a** into three sections:

- the introduction: Where were you? What were you doing?
- the middle: What happened?
- the end: What happened in the end? How did you feel?



a Write your story for a classroom display.
b Read other students' stories and choose the most amazing experience. Find out if the experience happened in real life.

go to self-assessment p.61 vocabulary diary p.63

aim to develop narrative writing by improving control of tenses
writing task a story about a special journey

time 50–60 mins

1 generating ideas

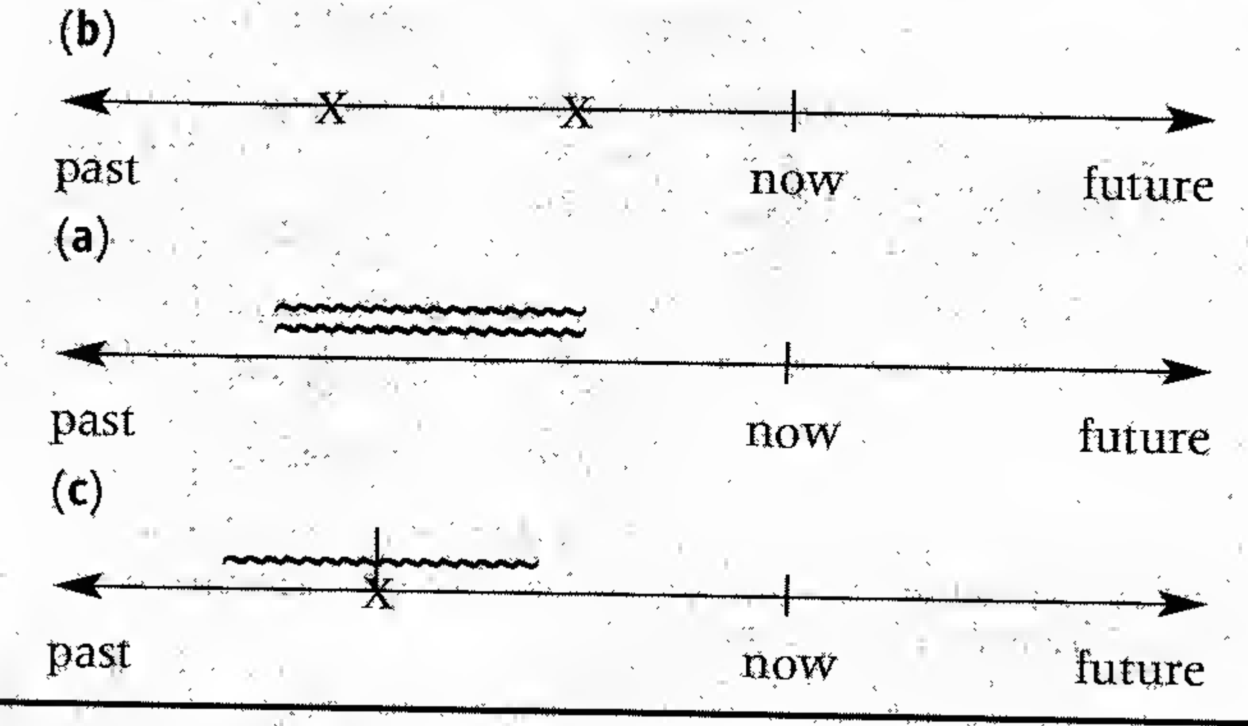
- Write the end of the story on the board (*It was an amazing experience, and it all happened because …*) and check understanding of *amazing experience*. For **exercise 1a**, ask where the unfinished sentence on the board should go in the story and put students in pairs to think of ideas for their stories. Encourage them to choose a true experience if possible, but if they can't think of one, tell them to use the questions as prompts to invent an amazing experience.
- For **exercise 1b**, walk round and listen while students are answering the questions about the model story, because this will give you a good idea about how well they understand and can use narrative tenses.

guidance notes
The final sentence is a stimulus to help students generate ideas for their stories. The questions act both as a prompt to elicit the details of their story and as a framework to help them plan their own writing later.

answer key
b **1** on a Greek island, **2** a bus journey, **3** They went the wrong way and ended up sleeping on a beach. **4** They got on the wrong bus. **5** The beach was beautiful and it was a lovely morning.

2 focusing on the sequence of events

- Ask students to do **exercise 2a** individually, and give them a fair amount of time to answer the questions before they discuss with their partner in **exercise 2b** and read the **tip** box.
- At this point it may help to clarify the concepts if you draw these three timelines on the board and tell students to match the timelines with a–c in the **tip** box to check their ideas.



guidance notes
These exercises aim to check and improve students' understanding of basic past narrative tenses. It should help students see how they can sequence events in the past, without the aid of time markers, such as *before* and *after*. Point out, if necessary, that the position of *when* can move but the meaning remains the same, i.e. past simple + when + past continuous, e.g. *The train broke down when I was having my dinner.* or when + past simple + past continuous, e.g. *When the train broke down, I was having my dinner.*

answer key
a **1** the actions happened at the same time; **2** one action interrupted the other; **3** and **4** one action happened after the other

3 using narrative tenses

- **Exercise 3** gives students some controlled practice in selecting the correct verb form within the context of a travel story. Tell them to read the short text first before they underline the correct words and remind them to refer to the **tip** box in **exercise 2** to check their ideas. It is useful for students to work alone on this before comparing their ideas with a partner. While they are working together, walk round and see if anyone is having significant problems.

answer key
1 was travelling, **2** bought, **3** kissed, **4** got, **5** was looking, **6** heard, **7** turned, **8** saw, **9** were chatting, **10** moved, **11** were still talking, **12** came, **13** took

4 organizing ideas

- This task helps students to organize their stories by giving them a framework for their ideas. A clear sequence of ideas will make their stories much easier for the reader to follow.
- Tell students to go back to their ideas in **exercise 1a** and to write a plan for their own stories using the basic framework and prompts given there. Walk round and help while students are working.
- Suggest that students write three (short) paragraphs, one for each section of their story, as in the model text.

writing task Tell students that their stories will be displayed in the classroom and read by other students. This should highlight the fact that a story should be entertaining and easy to follow. You could ask the class for a show of hands at the end to choose the most amazing experience. If it is a true story, get the class to ask questions to find out more about the experience.

ideas plus
Tell students to work in pairs and think of an alternative beginning or ending for a story. Stop them after a few minutes and write their ideas on the board. Students can then choose one to write about for homework.

self-assessment reading

How well did you do? At the end of each lesson, tick the best box for each task.

☺ = *I did this easily.* 😐 = *I did this but I need more practice.* ☹ = *I couldn't do this.*

text	skills / tasks	☺	😐	☹
1 Families have great, great future				
	predicting			
	using background knowledge			
	reading for details			
	responding to the text			
2 King bolete / Carluccio's Caffè / Pasta with mushrooms				
	using background knowledge			
	identifying text type			
	recognizing text purpose			
	responding to the texts			
3 Greetings from Sydney, Canada!				
	predicting			
	understanding the main points			
	understanding attitude			
4 La Store				
	using background knowledge			
	understanding the writer's purpose			
	understanding language in use			
	reading for specific information			
	responding to the texts			
5 Silbo – the Gomeran whistling language				
	predicting			
	understanding the main points			
	reading for specific information			
	recognizing reference words			
	responding to the text			
6 What do you really know about tornadoes? Safety in the event of a tornado				
	raising interest			
	predicting			
	reading for details			
	responding to the text			
7 A rare species / Bungling burglar / Wild flatmates				
	activating topic vocabulary			
	reading for gist			
	reading for details			
8 What do you do that for?				
	using background knowledge			
	understanding the main points			
	reading for specific information			
	understanding the writer's purpose			
	responding to the text			
9 100 years on ... Olive wouldn't dream of moving!				
	using background knowledge			
	inferring			
	understanding text structure			
	responding to the text			
10 Sleeping secrets				
	using background knowledge			
	activating topic vocabulary			
	predicting			
	reading for specific information			
	responding to the text			
11 Succeed at your job interview				
	using background knowledge			
	understanding the main points			
	activating topic vocabulary			
	responding to the text			
12 The tortoise and the birds				
	predicting			
	reading for gist			
	understanding the main points			
	following a narrative			
	responding to the text			
13 How intuitive are you?				
	using background knowledge			
	activating vocabulary			
	reading for details			
	responding to the text			
14 Ready for the long haul				
	using background knowledge			
	reading for gist			
	understanding the main points			
	responding to the text			

self-assessment writing

How well did you do? At the end of each lesson, tick the best box for each task.

☺ = *I did this easily.* 😐 = *I did this but I need more practice.* ☹ = *I couldn't do this.*

how to...	skills / tasks	☺	😐	☹
1 write in an appropriate style				
	identifying text type and purpose			
	using prepositions of time and place			
	noticing style			
	using appropriate language			
	generating ideas			
	writing task			
2 organize ideas				
	understanding the writer's purpose			
	organizing ideas			
	planning your writing			
	generating ideas			
	writing task			
3 develop ideas				
	generating ideas			
	developing a text			
	developing ideas			
	organizing ideas			
	writing task			
4 link ideas				
	generating ideas			
	understanding linking words			
	using linking words			
	planning your writing			
	writing task			
5 make a text more interesting				
	generating ideas			
	increasing range			
	improving a text			
	giving details and examples			
	writing task			
6 improve punctuation				
	generating ideas			
	identifying punctuation			
	using punctuation			
	checking punctuation			
	writing task			
7 correct and edit your work				
	generating ideas			
	checking for mistakes			
	correcting frequent mistakes			
	writing task			

how to...	skills / tasks	☺	😐	☹
8 write a letter of enquiry				
	generating ideas			
	organizing ideas			
	asking for information politely			
	writing task			
9 write a detailed note				
	generating ideas			
	recognizing structures and functions			
	understanding language in context			
	using functional language			
	writing task			
10 make and break arrangements				
	generating ideas			
	understanding language in use			
	making and breaking informal arrangements			
	breaking formal arrangements			
	writing task			
11 describe yourself in a letter of application				
	generating ideas			
	giving information about yourself			
	focusing on plans for the future			
	writing about plans for the future			
	writing task			
12 write a film review				
	generating ideas			
	expressing opinions			
	describing a film			
	connecting ideas in longer sentences			
	writing task			
13 compare and contrast two places				
	generating ideas			
	focusing on pros and cons			
	understanding language in use			
	comparing and contrasting			
	organizing ideas			
	writing task			
14 write a story				
	generating ideas			
	focusing on the sequence of events			
	using narrative tenses			
	organizing ideas			
	writing task			

vocabulary diary reading

It is important to keep a record of important new words and phrases from the reading lessons in this book. Choose the four most important words or phrases from each lesson, and write them in the words / phrases column. In the next column, write a sentence that includes the word to remind you of how it is used.

words / phrases	example sentences
unit 1	
1	1
2	2
3	3
4	4
unit 2	
1	1
2	2
3	3
4	4
unit 3	
1	1
2	2
3	3
4	4
unit 4	
1	1
2	2
3	3
4	4
unit 5	
1	1
2	2
3	3
4	4
unit 6	
1	1
2	2
3	3
4	4
unit 7	
1	1
2	2
3	3
4	4

words / phrases	example sentences
unit 8	
1	1
2	2
3	3
4	4
unit 9	
1	1
2	2
3	3
4	4
unit 10	
1	1
2	2
3	3
4	4
unit 11	
1	1
2	2
3	3
4	4
unit 12	
1	1
2	2
3	3
4	4
unit 13	
1	1
2	2
3	3
4	4
unit 14	
1	1
2	2
3	3
4	4

vocabulary diary writing

It is important to keep a record of important new words and phrases from the writing lessons in this book. Choose the four most important words or phrases from each lesson, and write them in the words / phrases column. In the next column, write a sentence that includes the word to remind you of how it is used.

words / phrases	example sentences
unit 1	
1	1
2	2
3	3
4	4
unit 2	
1	1
2	2
3	3
4	4
unit 3	
1	1
2	2
3	3
4	4
unit 4	
1	1
2	2
3	3
4	4
unit 5	
1	1
2	2
3	3
4	4
unit 6	
1	1
2	2
3	3
4	4
unit 7	
1	1
2	2
3	3
4	4

words / phrases	example sentences
unit 8	
1	1
2	2
3	3
4	4
unit 9	
1	1
2	2
3	3
4	4
unit 10	
1	1
2	2
3	3
4	4
unit 11	
1	1
2	2
3	3
4	4
unit 12	
1	1
2	2
3	3
4	4
unit 13	
1	1
2	2
3	3
4	4
unit 14	
1	1
2	2
3	3
4	4



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natural English

Tell me about the **skills resource books** ...

[illegible]

How about the reading skills?

The 14 [illegible] are based around accessible authentic texts from a range of sources from newspapers, magazines, and websites to leaflets and fiction. You'll find familiar reading skills such as predicting and reading for specific information along with more challenging ones such as inferring and assessing writer's purpose.

And writing?

The 14 [illegible] focus on common exam- and work-related text types as well as the general skills needed for writing. Each lesson includes analysis of writing samples, work on the processes of writing such as planning and organizing information, and generating ideas for a final writing task.

And for the teacher?

The detailed [illegible] use a simple grid with guidance notes on text types, advice on particular reading and writing skills, and ideas for further exploitation.

At pre-intermediate level ...

- student's book + listening booklet
- teacher's book • workbook and workbook with key
- two class cassettes / audio CDs, student's audio CD • test booklet

[illegible] Online, the teacher's site, [illegible], provides extra classroom activities, resources for the teacher, and links to the student's site.

[illegible] On the student's site, [illegible], you'll find interactive resources, revision and extension activities, and specially selected web links.

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